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ABSTRACT

Chapter 1 of this document introduces AgeLink, a 5-year model intergenerational child care project for school-age children. The project implemented after-school services that linked children with volunteer older adults in 17 western North Carolina counties. Ten sites participated in the project between 1984 and 1989, and 11 sites currently have children enrolled in the program. The report consists of five chapters. Chapter 1 provides an introduction and overview of the project. Chapter 2 lists activities necessary to the implementation of an AgeLink program. These include conducting a needs assessment, developing a budget, forming an advisory committee, formulating policies and fees, and publicizing the program. The recruitment, screening, training, support, and management of volunteers is considered in Chapter 3. Chapter 4 offers guidelines to AgeLink trainers for training project volunteers. A training manual that can be used in a two-session training program is provided. Chapter 5 discusses evaluation of the project. Appendices include: (1) suggested projects, games, and songs to be used by volunteers and children; (2) a list of household items that can be used by children; (3) a list of children's books about intergenerational relationships; (4) the results of a statistical analysis of the AgeLink program; and (5) a description of an intergenerational after-school program for young adolescents. (BC)

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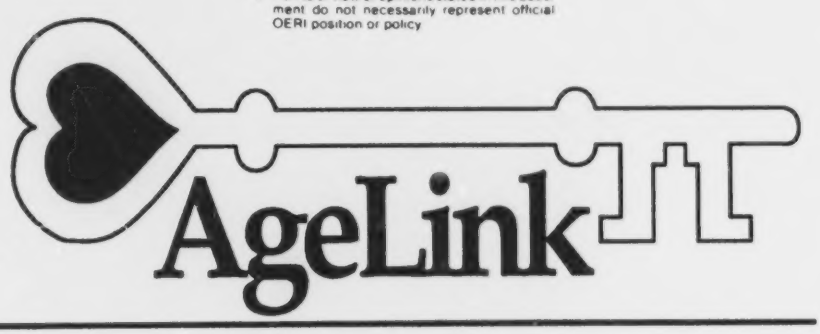

AN INTERGENERATIONAL SCHOOL-AGE CHILD-CARE PROGRAM

REPLICATION MANUAL

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THE AGELINK PROJECT REPLICATION MANUAL

An Intergenerational School-Age Child-Care Program

Developed by the Staff of AgeLink
Marsha Crites
Lynn Dillard
G. Roy Sumpter

Human Resources Division
Center for Improving Mountain Living
Western Carolina University
Cullowhee, North Carolina

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CHAPTER 1

THE AGELINK PROJECT

Introduction

AgeLink, a five-year model intergenerational child-care project for school-age children, was conceived in 1984 by the Human Resources Division of the Center for Improving Mountain Living (CIML) of Western Carolina University. AgeLink's purpose was to help parents and community organizations in the seventeen westernmost counties of North Carolina plan and implement after-school services which linked children with volunteer older adult role models.

The Human Resources Division chose to promote intergenerational programming after carefully researching the potential benefits of bringing the generations together and the needs of both western North Carolina's children and its growing retirement population. Goals were established which provided positive rewards for children, parents, and older volunteers.

Within the five-year demonstration period, 1984-1989, ten project sites were selected from applicant organizations such as churches, community-development clubs, public-school systems, women's- involvement councils, councils on aging, and community-action agencies. Each sponsor was chosen using criteria such as enthusiasm, stability, past effectiveness, and readiness to involve older adults and to provide quality care for young children.

All sites were chosen with the expectation that they would continue to operate beyond the five-year demonstration period on a financially and programmatically self-sufficient basis. Today, approximately 600 school-age children, grades K-6, are enrolled at eleven after-school "AgeLink" sites in seven western North Carolina counties and the Cherokee Indian Reservation.

The purpose of this replication manual is to share the learning experiences of the AgeLink staff. In our effort to make this manual as useful as possible, forms have been placed on separate pages so they may be more easily photocopied.

The Role of the Division of Human Resources

CIML's Human Resources Division assisted communities in assessing the need for after-school programs, helped them build community support, provided technical assistance needed to set up the programs, and helped to develop strong program management skills through ongoing consultation. Initial assistance was also provided in selecting advisory boards; publicizing the programs; recruiting, screening, training, and matching volunteers with children; and solving problems that arose. In addition, the Division's AgeLink staff made a commitment to publish a replication manual for state and national dissemination at the conclusion of the demonstration period.

Funding for AgeLink

Financial support for AgeLink came from the James G. Hanes Memorial Foundation, the Public Welfare Foundation, the North Carolina Children's Trust Fund, the Z. Smith Reynolds Foundation, the Cannon Foundation, and the U.S. Administration on Aging through the Public/Private National Intergenerational Initiative. The Human Resources Division's AgeLink staff assisted after-school program sponsors in budgeting and local fund raising when necessary.

Each after-school sponsor was responsible for assessing and collecting child-care fees. These funds were used to provide salaries for personnel, to purchase equipment and supplies, and for general child-care operating funds. Each AgeLink project was designed to become financially self-sufficient by the end of the grant period in 1989.

The Need for AgeLink

When AgeLink began in 1985 North Carolina had the highest percentage of mothers in the nation's work force. It was estimated that in the seventeen westernmost counties of North Carolina at least 11,000 children went home from school each day to empty homes where they were responsible for their own care. In this same region lived an estimated 100,000 adults aged 55 or older, many of whom were retired. For an increasing number of these retired adults a vehicle was needed to foster community interest and involvement.

AgeLink Models

AgeLink was designed as an intergenerational project in an after-school setting. Schools, churches, community-action agencies, senior centers, and other organizations were invited to choose from four different models which were designed to actively involve the elderly with young people:

- Group sites, such as schools, churches, or senior centers where children and senior adults could interact after school
- Homes of children or homes of caregivers where children were matched with volunteer older adults after school
- Transportation offered to children by older adults for after-school extracurricular activities such as scouting, youth basketball, etc.
- Telephone reassurance between older volunteers and children caring for themselves at home after school

To date, the group site model has been the most popular.

The Benefits of AgeLink

The benefits of AgeLink include:

For **children:**

- A chance to have fun, learn new skills, and develop social and academic abilities through individualized attention
- Reduced fear, loneliness, and anxiety
- The opportunity to observe a productive aging process firsthand through active older role models
- An awareness of the concerns which become increasingly important as people grow older: companionship, housing, finances, health, etc.

For **parents**:

- Safe, low-cost, after-school care
- Reduced anxiety while at work about the safety of the child after school

For **older volunteers**:

- A meaningful way to stay physically and mentally active
- A chance to pass along a rich cultural heritage through music, the arts, crafts, stories, and other personal skills and to share other qualities such as the capacities to listen and to love
- A way to combat loneliness and isolation
- A chance to act as positive role models of the aging process, demonstrating that activity and creativity do not end at any predetermined age

For **employers**:

- Increased afternoon productivity by parent/workers
- Reduced interruption during business hours

A General Approach to After-School Care for School-Age Children

After-school care exists to meet needs of working parents and their children. Working parents want a program where their child will be safe and nurtured. For the child, the program is most beneficial if it is built around the developmental needs of that child. The after-school program utilizes a block of time during which the child is usually at home. It should complement rather than supplement the school's program. The key to a successful program is to support the family by providing a flexible curriculum with appropriate activities to meet the developmental needs of participating children.

The program should provide a variety of activities to meet the many different levels of social, emotional, physical, and cognitive growth among the ages served. The program also should allow for the children to be self-directed in the activities they choose. Most importantly, the program should be designed to emphasize and promote a positive self-concept in each child.

CHAPTER 2

IMPLEMENTING AN AGELINK PROGRAM

The following checklist is designed to provide local programs with a quick sequential reference for implementing an AgeLink project. The format of Chapter Two follows the general outline of the checklist. Some items on the list are excluded from further review because they are self-explanatory or project specific.

Checklist for Implementing an AgeLink Project

- ☐ Conduct needs-assessment survey
- ☐ Develop proposal for authorizing board (including budget)
- ☐ Form Advisory Committee
- ☐ Receive authorization to proceed (signed Sponsorship Agreement)
- ☐ Determine site
- ☐ Formulate policies, fees
- ☐ Publicize the program
- ☐ Recruit older caregivers
- ☐ Collect data on older adults for evaluation
- ☐ Hire paid staff
- ☐ Plan fund-raising strategy
- ☐ Screen caregiver applicants
- ☐ Train caregivers
- ☐ Pre-register parents, children
- ☐ Collect data on parents and children for evaluation
- ☐ Have an orientation event for children, parents, and caregivers
- ☐ Develop an activity plan
- ☐ Purchase supplies
- ☐ Publicize "wish list"
- ☐ Implement program
- ☐ Have regular staff meetings
- ☐ Hold regular in-service training for caregivers (at least quarterly)
- ☐ Collect post-program data (after 8 months)
- ☐ Recognize volunteer efforts

Conducting a Needs Assessment

A good needs-assessment instrument should be designed so that the questions are simple to answer and the information can be easily compiled and summarized. If the survey lacks clarity, actual need may be underrepresented. For example, by only inquiring if both parents work, service providers may unintentionally exclude parents who are full-time students. The general rule is to ask the questions you need to have answered, but keep the survey as brief as possible (Baden, Genser, Levine, & Seligson. *School-Age Child Care: An Action Manual.* Auburn House Publishing Company, Dover, Massachusetts, 1982, p. 35).

Questions generally used for school-age child-care surveys are: (1) who needs the care?; (2) who would use the care?; and (3) what are service recipients able to pay? The answers to questions one and two are not always the same. Time of care (hours, special days), preferred locations for the proposed program, and names, addresses, and telephone numbers of respondents are highly recommended items to be included in surveys.

A well-worded cover letter should provide the sponsoring organization's name and contact person, and the intent of the survey. Results should be shared with all of those who responded or had a part in the composition and/or distribution of the instrument: school officials, parents, children, local media, etc.

Formulating a Needs-Assessment Instrument

The following needs-assessment instrument provides necessary information to potential service providers while meeting the criteria of brevity and clarity.

SURVEY

We are conducting a survey to determine our community's need for after-school care. Please assist our staff by completing this form and returning it to us. Thank you for your cooperation.

Name (optional):

_____ _____

First Last Phone

Address: _____ _____

School

_____

1. How many children grades K-6 currently live in your home? _____

2. If an organized and supervised after-school program were started in the area of your local school, would you enroll your child/children?

   _____ Yes _____ No

3. If the answer to question #2 is yes, how many children and what are their ages?

   Name of child (optional) _____ Age _____

   _____ _____

   _____ _____

   _____ _____

4. If the answer to question #2 is yes, would you enroll your child if the cost of such a service per child is:

   _____ $25/week? _____ $20/week? _____ $15/week? $ _____ /week?

5. Would your child require transportation home at 6:00 p.m.?

   _____ Yes _____ No

Other information which might be included in survey instruments include:

- Business telephone numbers
- School(s) attended and neighborhood(s) if surveying an entire county or district
- Extent of need (wording should be very clear here):
  Special-needs children
  Hours care is needed: before school, after school, both
  Days: every weekday, a few days a week, summers
  Hours and days when the need is more serious
  Need for scholarship funds, eligibility
- Preferable location (neighborhood school, central-city location, etc.)
- Current school schedule (split session or other special arrangements)
- Kinds of activities the program might include
- Ability of parents to pay for transportation
- Ability and/or willingness of parents to help with the program

If possible, use media coverage to help generate interest in your survey. Many radio and some television stations make free public-service announcements, and local newspapers generally print press releases. Include an agency name and phone number on the press release so that either the editor or interested readers can call for additional information.

Summarizing Needs-Assessment Results

Present results so that they have meaning, are easily understandable, and present your cause in the best possible light. Total the responses using a tally sheet for each question, and consider using a different color of paper for each school or district surveyed.

Two examples of a summary profile follow: Both the detailed and short forms shown below are adapted from *School-age Child Care: An Action Manual* by Baden, Genser, Levine, and Seligson (1982). It is recommended that the short form be used when presenting essential information for approval by your board of directors.

Needs-Assessment Results Profile

I. CHILDREN

Number of Children_____ Age Ranges (Grades) _____

Kindergartners? _____

Special Needs? _____

II. LOCATION

Where do parents prefer to have program(s) located?

_____

Neighborhoods _____

Schools Attended _____

What are the transportation needs of children and parents?

from home to program _____ from school to program _____

from program to home _____

Can parents pay for transportation?_____

III. TIME — When is care needed?

Hours:	No. of Children:	Ages:
Before school	_____	____
After school	_____	____

Are there split sessions?

Beginning when: A.M. ____ P.M. ____

What are differences in school hours? _____

What are kindergartners' hours? _____

DAYS: On which days is care needed?

Monday - Friday? _____ Part-time (e.g., three days a week)? _____

Snow days? _____ School vacations? _____ Summer? _____

IV. MONEY

What is the range of price parents can afford to pay? _____

What is the maximum amount they can pay?_____

How many will need significant financial support? _____

How many may be eligible for special funding?_____

How many cannot afford to pay any amount?_____

V. GENERAL INDICATIONS

How many have indicated they would use the program? _____

What kind of program have they indicated they would like?

_____

VI. COMMENTS

Needs-Assessment Results
Short Profile

(#) ____ children _____ ages

(#) ____ special needs _____

(#) ____ need a program in the _____ neighborhood.

(#) ____ participants will need transportation.

The program is needed (#) ____ (days) and (#) _____ (hours).

(#) ____ can pay a range of $_____ a week (or day), with a maximum amount of $_____.

(#) ____ will need financial support.

(#) ____ families have indicated they would use such a program.

They would like the program to (offer, emphasize, achieve the goals of)

Developing a Budget

Now that concrete information has been provided by potential participants the next task is to design a program to help meet the needs expressed in the survey. The following items should be budgeted for in designing a typical AgeLink after-school program. This is meant to be an operating budget and does not reflect start-up costs (Start-up Costs, page 13). Neither does it include the costs to the sponsoring agency of staff time to work with an advisory committee, raise funds, and perform the community-relations duties connected with the program.

Operating Budget

Income

- Fees (Number of children paying $XX.XX per week)
- Other

Expenses

- Salary or wages (one site director, 20 hours per week, $XX.XX per hour)
- Social Security (at .0765 rate)
- Stipends for volunteers ($2.00/hour each)
- Rent
- Snack foods
- Utilities
- Custodial/cleaning services
- Transportation (one field trip of 20 miles per week, two (2) vehicles, $.XX per mile)
- Supplies
- Insurance
- Volunteer-recognition program
- Telephone
- Equipment replacement/repair
- Printing/copying

Start-up Costs: Materials and Equipment List

A. Basic Equipment to Create a Comfortable, Safe Environment

1. large equipment storage cabinets or trunks on wheels
2. bean-bag chairs
3. cushions
4. resting mats
5. carpet (various roll-up sizes)
6. card tables or other easily storable tables
7. rocking chair
8. bookshelves
9. clean-up equipment, broom, rags, etc.
10. dishpans

B. Art and Craft Supplies

1. paper
2. crayons
3. paints
4. clay
5. scissors
6. glue
7. plaster of paris and molds
8. craft sets: leather, plastic, metal, stenciling
9. lap looms, weaving material
10. sewing materials and fabric
11. sewing machine
12. beads
13. carpentry tools (hammers, screwdrivers, saw, nails, wood)

C. Toys and Equipment

1. soft play animals
2. dolls
3. building blocks, erector sets, Leggos
4. large balls
5. sports equipment (baseballs, bats, basketballs, soccer ball)
6. trucks, cars, etc.
7. puzzles
8. books of all types
9. board games
10. jump ropes
11. musical instruments
12. record player and/or tape player
13. ring-toss games
14. marbles, jacks

15. ping-pong table
16. tumbling mats
17. viewmaster with slides
18. microscope

Note: Using an average fee of $15.00 a week per child for child care, it was estimated that in 1989 approximately $5,800 per year per site had to be raised from local sources for costs not covered by fees. It is also noteworthy that most AgeLink programs were able to obtain many in-kind contributions such as space, utilities, and donated equipment and supplies. Appexdix B, Household Items to Save and Use in Play, page 110, shows other ways centers can save money on supplies and materials.

Forming an Advisory Committee

Based on our project experience, each AgeLink sponsoring agency should have an advisory committee to help with the development of the program and its promotion. Responsibilities include setting goals and policies, advising the staff on program operation, and promoting community involvement and support for the AgeLink concept.

The committee should be formed in the initial stages of organization to promote broad community support. In addition to the original planners, members are chosen from among professionals with special interest in: child development, aging, volunteerism, education, recreation, community service, or other related fields. Parents are also included, as well as AgeLink volunteers and staff representatives.

Meetings should be held monthly or quarterly. Committee issues and decisions include program development, policies, standards, hiring considerations, finances, publicity, and evaluation.

For the most effective operation of the board — the following criteria should be considered for membership:

1. Do the proposed members have a sincere interest in the program with free time to be "doers" — not just appointees? Would they advocate and promote the program?

2. Do they have the ability to make decisions, anticipate or recognize problems, and suggest positive solutions or changes in the course of action?

3. Would they devote time to AgeLink concerns and special meetings?

In general, people who would give active support and participation and who would be willing to make a real contribution should be chosen.

Sponsorship Agreement

Each sponsoring organization was asked to sign an informal working agreement. A copy of the agreement appears on the following pages.

Sponsorship Agreement

_____ (Agency or Community Organization), with the assistance of the Center for Improving Mountain Living of Western Carolina University, will operate an AgeLink after-school program for the school year _____-_____. As sponsors of the AgeLink concept for the after-school program in _____ County, _____ (Agency) and the Center for Improving Mountain Living enter into the following informal agreement which outlines the responsibilities accepted by each party.

Western Carolina University's Center for Improving Mountain Living (WCU/CIML) will:

1. Assist in analyzing the needs in _____ County for before- and after-school care and in choosing an appropriate way for older people to become and remain involved.

2. Help publicize and guide the community organization which will initiate and maintain the project.

3. Provide guidelines for recruiting, screening, and training older adults as employees or volunteers.

4. Supply training materials and conduct training for caregivers in at least one full-length session.

5. Provide assistance in fund raising and setting up program budgets and record-keeping systems.

6. Help set up an effective evaluation design to measure results of the program.

7. Provide problem-solving consultation as needs arise during the model project time period.

8. Offer current information about quality school-age child care.

_____ will:
(Name of Sponsoring Agency)

- Continued -

- Continued from Page One -

1. Analyze the needs and resources available to develop a school-age child-care program with older adults as resource volunteers.

2. Administer funds which come from parent fees and other sources to cover the following: staff salaries, activity supplies and equipment, snacks, insurance, telephone, printing and copying, volunteer recognition, and training supplies.

3. Utilize community resources to supplement activity costs.

4. Appoint a local advisory committee to assist in the development of the project.

5. Provide a suitable site for project operation.

6. Maintain a minimum ratio of one qualified staff member for the number of children mandated by state child-care regulations. However, the intent of AgeLink is to achieve an ideal ratio of 1:15.

7. Require paid program site directors and their aides who will work with AgeLink volunteers to participate in AgeLink training.

8. Recruit, screen, and train older volunteers as caregivers.

9. Supervise work of older adults with children.

10. Provide quarterly in-service training for paid staff and volunteers.

11. With the permission of participants, supply research data to WCU/CIML staff for evaluation of program effectiveness.

_____
Sponsoring Agency

_____
Sponsoring Agency's Representative

_____ _____
WCU/CIML's Representative Date

Formulating Policies and Fees

The following policies represent the minimum standards upon which AgeLink programs were established. Each sponsor is encouraged to build upon these policies in order to reflect local program requirements and goals.

Supervision

1. Each AgeLink sponsoring organization should employ an AgeLink coordinator with responsibility for overseeing all aspects of the AgeLink program. Principals, community-schools coordinators, and other employees of participating agencies sometimes assume the position of AgeLink Coordinator in addition to other responsibilities.

2. The AgeLink coordinator should consult regularly with after-school program directors.

3. The site directors supervise the daily program activities of the AgeLink volunteers.

4. Children participating in group or individual child-care arrangements should be:

   a. Supervised by paid staff at a ratio of at least one for every fifteen children. An ideal ratio is one senior adult volunteer for every five children enrolled.

   b. Housed in an environment which provides physical safety.

Insurance

All AgeLink volunteers, site staff, and children should be fully covered by accident insurance during program operation.

Acceptance into the Program

First priority for acceptance into the program should be given to children of working parents or to those who are in need of emergency care due to the illness, incapacity, or absence of a parent.

Fees

AgeLink programs may offer low-income families one or more of the following options for fee payment:

- sliding fee scale
- reduced payments for more than one enrollee per family or for services provided until 4:30 instead of 6:00 p.m.
- child-care subsidies from Department of Social Services
- program scholarships
- bartered services (e.g., a parent might exchange cleaning services for child's tuition)

The Sliding Fee Scale

One of the best ways to accommodate families needing child-care services but who do not earn enough to pay full after-school child-care fees is to implement a sliding fee scale. Federal Title XX subsidies, available through local Social Services Departments, normally pay for after-school child care for low-income families who qualify. Families earning too much to qualify for public subsidies appreciate structures which are designed to adjust fees according to their ability to pay.

Annual Actual-Cost Budget. Before setting up a sliding fee scale, it must be determined if enough additional non-fee-derived money will be available to support the scale. The first step is to establish what the program will cost to operate. The dollar value of free rent, volunteer staff, and any other fixed in-kind contributions should be included in this actual-cost budget. The fee level required to support this actual-cost budget will be the program's full fee (Roger Neugebauer, "*Implementing a Sliding Fee Scale System for Your Center*," Exchange: Child Care Information. Redmon, Washington, June 1984).

Annual Contributions. Next, add up all contributions other than parents' fees that you project your program will receive in the next year. Include cash contributions from grants, donations, fund-raising efforts, and costs saved through in-kind contributions such as free use of space. The amount of money anticipated from fund-raising projections should be on the conservative side. Be realistic in your estimate of additional funds because it is at this stage that the most damaging errors can be made.

To figure the **maximum percent a fee can be reduced** for a low-income family, use the following formula (Neugebauer, 1984):

$$\frac{\text{Annual contributions}}{\text{Annual actual-cost budget}} \times 100 \times 2 = \text{Maximum percent a fee can be reduced}$$

This rule-of-thumb formula assumes that parents' fees under a sliding fee scale will be evenly distributed at all fee levels. If this is not true, the maximum fee reduction will need to be adjusted accordingly. Directors should also take into account the extent to which parents are being assisted by various tax-credit provisions.

The income level at which a family can afford to pay the full fee varies according to the cost of living in any specified geographic area. A family income of $50,000 in Washington, D.C., for instance, cannot be compared to a similar amount in rural North Carolina. Program directors may apply the following formula to compute the point at which families begin to pay full fees (Neugebauer, 1984):

$$\frac{\text{Weekly full fee} \times \text{Number of weeks center is open}}{\text{Recommended percent of family income for child care}} = \$\ X\ /\ \text{Year}$$

For example, suppose the full fee per week is $15 and the geographical cost-of-living guideline for after-school child care is 4 percent of a family's income, and the after-school site is open 44 weeks a year, then the family income at which the full fee is paid is:

$$\frac{\$15 \times 44 \text{ weeks}}{.04} = \$16{,}500$$

Thus a family should pay full fees when they reach an annual income of $16,500. Any family with an income of less than $16,500 would be eligible for a reduction in fees.

If the fee for low-income families is cut a maximum of fifty percent, then the point at which after-school care is reduced by half would be a family income of $8,250. You may establish as many increments between half fees and full fees as you believe to be reasonable and financially responsible.

Once the scale is set, it should be evaluated against three criteria: (1) Does it fairly reflect families' abilities to pay? (2) How many families will be affected? (3) Is the scale easy to understand and administer?

Remember, before setting up a sliding fee scale, it is very important to realistically estimate the amount of non-fee income the program will receive. Ultimately, the fees may be reduced only by the amount of other income received. Otherwise, you will not meet your actual-cost budget.

The Modified Fee Scale

In most AgeLink sites, fees were lowered as the number of enrolled children from the same family increased. For example, fees were lowered by $3 or $4 for each additional child in after-school care. Further allowances were made for those children who could be picked up before 4:30 p.m.

Parents failing to pick up children before 6:00 p.m. should be charged fines of up to $5 per 15-minute period. Although such charges may seem excessive, they encourage parents to pick up their children promptly.

Alternative Fee Structures

Some after-school programs charge families with higher incomes more than the actual cost of care. Scales developed on this premise subsidize families at the low end. Other scales are set so that higher income families pay only the actual cost of care. Reduced fees are subsidized strictly by outside funds raised and in-kind contributions received (Neugebauer, 1984). Other programs establish guidelines based on how much families can afford to pay. Fees are set at a specific percentage of a family's income.

A few after-school programs operate on a negotiated fee reduction. That is, parents seeking alternative fee scales meet in private with site directors or members of the board and are simply asked to state what fee they believe they can afford to pay.

Programming

Participating children should have opportunities for social interaction, both planned and nonstructured activities, rest, study, and nutritional snacks. More information on programming can be found throughout this manual.

Record Keeping

Daily, monthly, and yearly records should be maintained and include the following information:

- Number of children being served
- Number of older adults participating
- Volunteer hours
- Volunteer mileage

A form to record the number of children being served and the fees collected is presented on the next page.

Daily Record

School:_____ Week:_____

Name	M	T	W	Th	F	Amount Owed	Receipt #	Date	Paid By Check	Cash

Discipline

It is important to establish a clear and fair discipline policy. The following was used in our AgeLink programs.

- Reward appropriate behavior. Use praise, a smile, a pat on the back, etc. Discourage inappropriate behavior. One form of discipline is a "time out" period or similar technique, which involves isolating the child from the group (but always within sight of an adult) until he or she can function in an acceptable manner.

- Corporal punishment, sarcasm, and yelling by staff or volunteers are not acceptable forms of discipline in the AgeLink program.

- Children are expected to follow rules of safety, health, and group behavior established by the staff and centers.

- Site staff and volunteers help each child understand the rights and responsibilities of participating in the AgeLink program.

Transportation

The AgeLink program should arrange for each child's transportation from school to the specified activity center or individual AgeLink home site.

Emergencies

In case of accidental injury or an emergency health problem, staff should make an immediate attempt to contact a parent. If the parent can not be reached, the child's physician should be called (listed on the child's application). If necessary, staff may call the rescue squad. Until the arrival of the parent, physician, or rescue squad, the site supervisor is in charge and makes all decisions about the care of the child.

Each site should maintain a parent's signed consent form agreeing to emergency medical care. Staff members must be trained in first aid and emergency procedures.

Evaluation

During the model project period, participating children, older adults, and parents were studied by the Division's staff to determine the impact of the project on each group. Appendix D, AgeLink Program Evaluation: A Statistical Analysis, page 120, contains our Division's statistical evaluation of the AgeLink program. In addition to the data collected for our evaluation research, sponsors were encouraged to conduct their own surveys of parents, volunteers, and staff . Chapter Five suggests ways for program evaluation that can be used by the child-care centers themselves.

Volunteers

Volunteer applications should be screened to assure that those providing care for children have appropriate qualifications and background according to both state and AgeLink standards. Because of the importance of volunteers to the successful operation of AgeLink programs, Chapter Three, which begins on page 31, is devoted entirely to volunteer recruitment, screening, training, management, and support.

Job Description

All volunteers should receive a written job description providing details of their specific responsibilities. A sample of the one used in AgeLink is presented on the next page.

Sponsors were also encouraged to provide written job descriptions for all paid staff, including an explanation of their responsibilities regarding volunteers.

AGELINK VOLUNTEER JOB DESCRIPTION

TITLE: AgeLink Volunteer

MAJOR RESPONSIBILITIES:

- To provide quality after-school care for young children
- To give individual attention
- To provide care for a small group of children
- To help with homework as requested by child
- To read stories and play games
- To share crafts and other skills according to the interests of the children and the volunteer

TRAINING:

- Must attend approximately eight hours of training given by AgeLink staff prior to beginning volunteer work
- Is expected to attend in-service sessions

TIME AND PLACE:

- The after-school program operates between 3:30 and 6:00 p.m. Volunteers arrange with the site supervisor the hours and days which best fit their schedule.
- The site supervisor must be called in advance as early as possible if volunteers cannot meet their schedule. Substitutes are to be selected only from volunteers who have had AgeLink training.

LENGTH OF COMMITMENT:

- Minimum term of three months, with one year preferred. Exceptions should be discussed with the supervisor.
- Special project assignments are possible.

ON-THE-JOB SUPERVISOR:

- Volunteers report to the site director or his/her appointee and will receive instructions and guidance in the daily responsibilities.

Training

Volunteers should receive 6-8 hours of initial orientation and training in the areas of child supervision, child development, effective discipline, and play activity based upon the AgeLink training guide.

Volunteers also should participate in quarterly in-service training and regular site staff meetings.

Site staff should be required to participate in AgeLink training before AgeLink volunteers are placed at the site. They should also be encouraged to participate in all additional AgeLink in-service training.

Stipends

Originally, it was decided to pay volunteers a monthly stipend to help cover transportation and other expenses. A $2 per-hour stipend was considered appropriate. However, most of the AgeLink volunteers were found to have incomes sufficient to cover transportation and other incidental expenses. In addition, the reality of funding prohibited site directors from utilizing child-care funds for volunteer stipends.

Recognition

In our programs volunteers were formally recognized at least once a year. The AgeLink staff provided sponsoring agencies with certificates and suggestions for other types of recognition.

There are many ways to say "thank you" to volunteers. The following list includes some of these. Utilize these as well as other ways to thank those special people who give their time, their unique personalities, and their individual caring to the support of children in the community:

- Smile
- Send a birthday card
- Keep challenging them
- Greet by name
- Attend a sports event together
- Plan a "recognition edition" of the agency newsletter
- Nominate for volunteer award

- Surprise with coffee and cake
- Write thank you notes
- Send impromptu fun cards
- Plan occasional extravaganzas
- Arrange for discounts with local merchants
- Accommodate personal needs and problems
- Conduct community-wide, cooperative, interagency recognition events
- Welcome to staff coffee breaks
- Provide substantial in-service training
- Respect their wishes
- Hold in-service "rap sessions"
- Call for reports
- Publicize the exceptional work of volunteers in newspaper articles or on the radio

Publicizing the Program

Publicity is vital to starting a successful program. Here are some guidelines.

Publicity

1. Get acquainted with your local media contacts, including working reporters and photographers, managing editors, radio-TV program directors and commentators. Make it easy for them to contact you by providing your phone number, office hours, and if possible an alternate person to contact should they be unable to reach you.

2. Check with your media contacts to see whether they prefer to do a particular story themselves or wish to have you to submit a prepared news release.

3. Plan ahead! Various media require three weeks advance notice, sometimes more. Know the deadline dates for every media in your area.

4. Know what makes newsworthy announcements. Examples are:

    a. Initiation of your AgeLink program
    b. Description of program and request for older volunteers (Local radio and TV stations will air public-service announcements.)
    c. Human interest and success stories
    d. Recognition of volunteers and special programs
    e. Whatever may be happening that gives you a news angle on your program

5. Be fair—make sure everyone gets your releases as close to the same time as possible.

6. When you have given one media person an "exclusive story," you cannot give that information to other media sources. Offer your next "exclusive" to a different media representative.

7. Ignore minor errors that may appear in media stories. But if serious errors occur, speak privately with the originating reporter.

8. If your story does not run when expected, understand that it may have been cut at the last minute for more newsworthy items. If it does not run at all, you might ask whether something was wrong with the story—and learn from this experience.

9. Thank your reporters often, and send copies of your thank-you letters to the reporter's boss.

Preparing News Releases

1. Always include your name, name of your organization, address and daytime phone number. This information should be typed in the upper **left-hand** corner of the first page of the news release. Write "FOR IMMEDIATE RELEASE" or "FOR RELEASE ON (DATE)" in the upper **right-hand corner** of the first page.

2. All releases should be typed on 8 1/2" x 11" plain white paper, on one side only. Always **double space**, leaving plenty of margin on all four sides. Begin the first page one-third down so that the editor can add a headline. Do not write a headline yourself.

3. If the release runs more than one page, type "-MORE-" at the bottom of the respective pages and type your organization name at the top of the next page. Type "-30-" or "###" at the end of the final paragraph. Always end each page with a complete sentence and paragraph.

4. Write directly to the point. In the first two sentences give the following information: Who, What, When (including specific time, date and day), Where (address and phone contact), How, and Why.

5. Use the "inverted pyramid style"—stating the most important facts at the beginning with less important facts further down. Editors usually cut stories from the bottom up to fit the space available. State **no opinions** unless attributed to a specific person, preferably by quoting that person.

6. Check all facts—dates, days, addresses, names, and spellings.

7. Use the media's own photographer for photos if possible and try to give at least two weeks' notice. If you must supply your own photograph, seek professional help. Some professional photographers volunteer their services for worthy causes. Perhaps a retired professional would be interested in giving this service to AgeLink.

   Never submit polaroids, instamatic, or other poor-quality pictures for reproduction. Newspapers require black and white glossy photographs with good contrast.

   Include the caption information for photographs on a piece of paper and tape it to the back of the picture. List names from **left to right**.

8. Should you wish your own glossy returned, or would like the one the newspaper took, discuss this with your reporter. Not all glossies can be returned. If the media does release them, there is usually a deadline date for picking up the prints.

CHAPTER 3

VOLUNTEER RECRUITMENT, SCREENING, TRAINING, SUPPORT, AND MANAGEMENT

Senior adults make particularly outstanding volunteers for community agencies that work with children because they:

- Are knowledgeable about the community
- Can function as advocates for children and schools
- Can enhance children's sense of competence and worth

In order to achieve success in attracting older volunteers, the primary emphasis has to be on their needs and interests and then on the needs of the agency or program (R. Salamon, "The Older Volunteer: Personal and Organizational Considerations." *J. Gerontological Soc. Work*, 2, 1979, pp. 67-75). The loss of a previously held job and family roles, diminishing social contacts, and long hours of forced leisure are some of the problems which often come with retirement. Volunteerism is a way to create a status-bearing, functional role for the elderly (Salmon, 1979). Volunteerism can offer a situation where older adults can service others through skills already familiar to them in other forms. If individual talents and differences are considered and valued, AgeLink sponsors can create a work climate in which the volunteers can be productive contributors to the program.

Discovering Volunteers

Although it is impossible to determine with complete assurance what types of older workers are best suited to work with children, the following

list of personal attributes should increase the likelihood of a successful placement:

- Loving, caring for children
- Warm, friendly, with a happy disposition, temperament, attitude
- Good work habits
- Flexibility
- Good approach to and knowledge of children
- Patience and tolerance
- Good or at least fair physical health
- Energy and enthusiasm
- Identification with and respect for children
- Ability to listen
- Humor
- Ability to express opinion

Guidelines for Recruiting Volunteers

Proper preparation for a recruitment effort is extremely important to success. The following suggestions were compiled by the AgeLink staff. Of course, members of each program will have additional ideas.

Publicity

Use public-service announcements and talk shows. Call your local radio and television stations for details on advance notice time, length of announcement, etc. Use volunteers, sponsors, local officials, etc. as spokespersons. The variety will help to preserve the freshness of your announcement.

Contact a Volunteer Bureau, United Way, Council on Aging, etc., asking that your program needs be included in newsletters, announcements, meetings, or on bulletin boards.

Distribute flyers, especially where seniors gather: senior centers, doctors' offices, beauty shops, hospital lobbies, churches.

Ask about billboards. Space may be donated for nonprofit community service projects. Feature a volunteer.

Utilize posters. In addition to flyers, posters may be placed in store or office windows.

Insert announcements or flyers into any free publications to the general public, especially in areas where your site is located. Ask to put flyers in Welcome Wagon kits and church bulletins.

Write a feature article and include a photo of volunteers at work for your local newspaper or community magazine. Write-ups of men and women involved in intergenerational programming in the community not only recognize the work of volunteers, but emphasize the value of senior adults working with children.

Ask an employee or volunteer to be responsible for soliciting display space from retail stores, banks, public-transportation vehicles, and churches in the community. Regional conferences which are related to intergenerational programming, volunteerism, or community service normally provide space for exhibitors.

The following advertisement might be placed in the local newspaper one month before screening and orientation:

_____ (Name of Sponsoring Organization) is seeking a small, very special group of older adults to work with children in AgeLink, an intergenerational after-school program. Applicants must enjoy school-age children, be playful, enthusiastic, and dependable. Volunteers' mileage and expenses will be reimbursed. Must be able to work a minimum of six hours per week during the school year. For more information about AgeLink, contact _____ at _____.

YOU CAN MAKE A DIFFERENCE IN THE LIFE OF A CHILD.

Group Contacts

Obtain or compile lists of all civic and service groups. Ask for help with this from the Volunteer Bureau, Chamber of Commerce, or the public library. Update names and phone numbers on a regular basis.

Ask if you can present your program at a regular meeting. *Always ask to present a program before offering only an announcement.*

Contact ministerial associations. Present a program to local ministers first, then ask to give the same presentation to senior church groups.

Directors of senior centers are often pleased to have program presentations. Have lunch—get to know the group.

YMCA and YWCA usually have exercise classes for seniors. Ask them to come as a group to do their exercises with the children.

Social-service agencies often refer elders who need activity to volunteer organizations. Make sure the Department of Social Services, Health Department, Red Cross, Cancer, Heart Associations, etc., know about your program.

Public libraries often present programs for senior adults who are avid readers. What a great resource for children!

Parks and recreation departments and craft and hobby centers are frequently visited by talented and active older adults. Work with directors and owners for referrals of talented volunteers.

Individual Contacts

Site directors and other paid staff can send letters home to parents of children in the program to ask for names of grandparents or elderly neighbors who might want to volunteer.

Word of mouth from one active and happy volunteer to a friend or acquaintance means another potential volunteer.

Do not forget your own senior adult friends and relatives!

Follow-up

When someone whose interest has been aroused by your publicity telephones or comes by the center for more information, the receptionist should take down the name, address, and phone number of the prospect, and the best time to call. Within 24 hours, a person from your program should call and make an appointment for a personal conversation. This immediate follow-up is essential to retain the interest of a potential volunteer.

Volunteer Screening

AgeLink volunteers should be carefully screened before being accepted into the program. A combination of written applications, interviews, and observations of the applicants interacting with program children have all been used in the screening process.

The Screening Process

Portions of the following text on interviewing have been adapted, with the authors' permission, from the *Technical Assistance Manual* of the National Intergenerational Research and Dissemination Project, published by the Institute for Policy and Program Development, Andrus Gerontology Center, University of Southern California, Los Angeles, California in 1983.

Before the final selection is made, the following tasks should be completed by the AgeLink coordinator:

Interviews

People who express interest in AgeLink should be invited to an interview. During the interview they are given a job description and asked to fill out an application. If those attending are RSVP (Retired Senior Volunteer Program) volunteers, ask to make sure they are signed up with RSVP. Interests, hobbies, work experiences, schedules, and program requirements are discussed. "The AgeLink Connection," slide and cassette- tape presentation may be shown either during or before the interview. ("The AgeLink Connection" may be ordered through our Division of Human Resources. Our address is on the title page of this manual.)

The initial interview may be conducted by telephone, in the office, or in the older person's home. The home is often preferred because the potential volunteer seems more relaxed and feels freer to discuss any concerns or problems. Many seniors feel pressure in the office because they think they might be taking up valuable time. During the screening interview the following information is obtained:

1. The volunteer's interests, hobbies, and the role in which they feel they would be most comfortable. It is sometimes necessary to probe for this information because many older persons have little idea what they want to do, and many feel they do not have much to offer. This is especially true of women who are working outside the home for the first time.

2. Personal background characteristics, including age, previous work experiences, and any special language capabilities. In general, skill levels are of lesser concern during this initial interview, except where the placement constitutes a training experience.

3. Address, availability of personal transportation, or proximity to public transportation.

4. Past experiences with and current feelings about children.

5. Health status, physical limitations, or personal problems which might interfere with ability to work with young children. In instances where the senior is overwhelmed by personal problems, it is unlikely that a placement in an after-school setting will be successful.

6. Schedule of availability.

7. Reasons for seeking a volunteer position or job. The following reasons are most often given:

    - Making good use of spare time
    - Need for extra money
    - Helping children and others
    - Death of spouse
    - Retirement from full-time job
    - Escape from feelings of loneliness and isolation
    - Meeting and being with people and making new friends
    - Learning about children
    - Effectiveness of recruiter's presentation
    - To fulfill religious belief
    - To gain new experiences

There is no consensus concerning the best method for acquiring information. For example, some directors use a standardized list of questions concerning experience, background, and interests; others engage in a discussion—asking questions depending on the circumstances. Some applicants are asked to fill out an application. For others, the coordinators complete the application themselves during the discussion under the premise that too much paperwork is intimidating. The method selected depends on the style of the recruiter and on the senior population involved.

If you are working with a senior employment or volunteer program, that organization should do the initial screening. During this meeting the older

person is informed of program guidelines and of the various opportunities for service. Program eligibility is then determined.

References

References listed on the Volunteer Application form should be checked by either calling or writing.

Site Visits

Potential volunteers should be asked to come to the program site where they might be working with children. Another AgeLink volunteer is present during this visit to assist with introductions. Site directors and administrators can observe the volunteers' interaction with the staff and children during this time.

After the site visit, discuss with the new volunteers how they felt about the experience and address any questions or concerns they may have. If a volunteer is not suited for work with children, he/she may be asked to volunteer in some other capacity: in the office, or some other position which involves less contact with children.

Principles to Consider When Screening Older Adults to Care for Children

The following research results are meant to guide, not limit, the process of selecting older caregivers for children. (Based on a nationwide survey of 1,000 older adults by Seefledt, Breedekamp, Kantz, and Serock, *Children Today*, March/April 1982.)

1. Recent research shows that older people who have the most positive feelings about children:

    a. are well educated
    b. have grandchildren under age 11
    c. have frequent interactions with children

2. Older women are more likely than men to feel that giving attention to children does not spoil them and that children's opinions should be valued.

3. Older men are more likely than women to feel that adults should sometimes give in to children.

4. Older people in urban areas are more likely to feel that children's welfare requires greater national attention than are elders in rural areas.

5. Older adults prefer the following activities with children: playing table games, reading, talking, watching TV, going to zoos, museums, concerts, shopping, camping, and walking.

6. Few want to play ball, bowl, swim, or dance with children.

7. Most older adults prefer to work with children over age 5 and most prefer to work with girls.

Agelink Volunteer Application

Name _____ Birthdate _____

Address _____ Phone _____

_____

In case of emergency, contact:

Name: _____ Relationship _____

_____ Phone: _____

Education: (Circle Year Completed) 1 2 3 4 5 6 7 8 9 10 11 12

College 1 2 3 4 More than 4 ____ Highest Degree _____

Former Work Experience: (List paid and volunteer work and circle the one you enjoyed most.)

	Paid	Volunteer
1.	_____	_____
2.	_____	_____
3.	_____	_____

Experience working with children: _____

_____

_____

Clubs or organizations to which you belong: _____

_____

North Carolina state law requires that the following be asked of those who work with children. Have you ever been convicted of a felony or misdemeanor?
_____ Yes, _____ No If yes, please explain:

_____

Means of transportation: _____

Do you have automobile liability insurance? Yes ____ No ____

Hobbies, special skills or interests: _____

_____

Which days are you available to work:

Monday ____ Tuesday ____ Wednesday ____ Thursday ____ Friday ____

Special activities you would like to do with children: _____

_____

_____

Please list two references who are not relatives and who have known you for five or more years:

Name _____ Phone _____

Address _____

Name _____ Phone _____

Address _____

How did you learn about AgeLink? _____

_____

I understand that preconditions of my involvement in the AgeLink program include willingness to work with supervisory personnel, attendance at orientation and in-service sessions, adherence to policies and procedures of the program, and rules of confidentiality where the children served are concerned.

_____ _____

Signature of Volunteer Date

Volunteer Training

Our AgeLink staff supplied training materials and conducted training for both volunteer- and non-volunteer-program staff. The complete training agenda is presented in Chapter Four which begins on page 54.

Major issues covered in training were:

- Changing society and family roles since the volunteers' childhoods
- Principles of child development and suitable activities and interests for different ages
- Ways volunteers can manage the stress of caring for young children
- Appropriate disciplinary methods

In addition to the initial eight hours of training, regular in-service training events should be held to offer information and build support among volunteers. Quarterly sessions worked best for us.

Supporting the Volunteer

Training is considered well-done when the person beginning a new job and the organization agree on mutual expectations. Each volunteer must understand the main purpose and scope of the job and know the resources available to do the job (see "AgeLink Volunteer Job Description," page 26). The new senior adult volunteer should begin with tasks that will build self-confidence and self-reliance. It is best for the site director to assign specific tasks initially. Volunteers usually feel more comfortable about selecting and directing an activity **after** they have had the opportunity to get to know the children and are familiar with general operating procedures.

Sometimes volunteers are concerned that they have nothing to offer the children or program. We have found that the list of *Suggested Intergenerational Projects*, on page 43, can help to address this concern. When intergenerational projects are selected, it is the site director's responsibility to make sure that the children chosen to work on an activity are on a developmentally appropriate level for the activity.

Suggested Intergenerational Projects

Crafts and activities for school-age children include:

Arts and Crafts:

basketmaking
batik
beadwork
carpentry
ceramics/plaster-of-Paris
clay sculputre
cooking/canning/baking
crocheting
doll-making
fingerpainting
homemade games
knitting
macrame
mask-making
nature crafts
flower drying
flower pressing
leaf spattering
shell craft
needlework
painting
papier-mache
pottery
stenciling
sewing projects
- applique
- aprons
- bags
- bath mitts
- bean bags
- doll clothes
- hand puppets
- pillows
- pin cushions

sewing projects (continued)
- sachets
- quilting
- weaving

Other Activities:

active games (gym or outside play area)
board games
camp craft
clubs (astronomy, music)
community programs
computer games
dance and movement
drama
exercise
field trips
fishing
gardening
herb and flower studies
hiking
jokes/riddles/mind benders
magic shows
music-making
nature studies
"new games" (non-competitive)
poetry
puppetry
puzzles
rhythm and singing games
singing
shopping trips
special events
sports
story telling, folk tales, legends
walking

On-going support to the new volunteer is of great importance. Most of all, communication is a key factor. Such devices as postcard reminders, telephone calls, and face-to-face contact make a real difference in a volunteer's continuing commitment.

Expectations

New volunteers need to feel that someone is available to listen to them. Reviewing progress and problems helps the volunteer to grow in understanding of the director's expectations. Job satisfaction and volunteer retention are practically synonymous. Volunteer involvement, personal growth, a feeling of being needed, enjoyment of the job, and recognition are critical factors which must be fostered.

In August of 1987 AgeLink volunteers from Jackson County, North Carolina, were asked to list their expectations of paid staff members. This is what they said:

Appreciate me.

Prepare other staff members to accept and respect me as a co-worker.

Include me in training and staff meetings that pertain to my work.

Allow me the opportunity to have spontaneous informal conversations with the children.

Don't leave me out on the playground to supervise the kids by myself.

Use my special talents, i.e., cooking, photography, etc.

Utilize my time as well as my talents.

Organize well.

Encourage the kids to work with me.

Consider me a part of your staff.

Encourage the kids to respect my right to discipline in a manner consistent with program policy.

Prepare the children for my first day on the job.

When the site directors were subsequently asked what kinds of things they could do to prepare the children for the arrival of a new volunteer, this is how they responded:

Plan an "aging awareness" curriculum for the children.

Talk about the word "volunteer."

Discover their attitudes about aging: can an older person be healthy? interesting? helpful? fun?

Ask the children to name topics of conversation for their first meeting with the volunteer. Does the new volunteer have grandchildren? pets? hobbies?

Teach the children how to introduce themselves. Let them practice shaking hands and establishing eye-to-eye contact. Teach them what to say.

Allow the children to prepare for the volunteers' arrival and make the first day a special one by:

- Writing them letters
- Making banners, welcome signs
- Having an official party or welcome day
- Sending personal pictures, drawings, cards
- Sharing grandparent stories and experiences
- Talking about respect for elders
- Watching films with an "older person" theme
- Making welcome packets
- Being program tour guides
- Using get-acquainted games
- Participating in advanced planning
- Being a volunteer buddy
- Making and giving out badges, certificates
- Inviting parents to meet new volunteers

Volunteer Management

Rights and Responsibilities in a Volunteer Program

This section has been revised and is used with permission of the National Council on the Aging, from its publication *Senior Center Operation: A Guide to Organization and Management*, 1977, pp. 111-113.

1. It is the AgeLink coordinator's, site supervisor's, and staff's responsibility to:
   - Use volunteers to provide quality time with children; this includes not giving the volunteer more than five children to supervise unless the volunteer chooses to work with more
   - Prepare every staff member to accept and respect the volunteer as a co-worker
   - Define volunteer jobs that are meaningful to the volunteer and fit his/her abilities
   - Outline realistically the time, skills, and needs to carry out a proposed job; provide clear instructions
   - Define and post a daily/weekly schedule for volunteer assignments
   - Accept volunteers as part of team, including them in training and staff meetings that pertain to their work
   - Try to have reserve assignments available for volunteers whose regular assignments must be delayed
   - Accept and trust the volunteer with the same respect accorded paid staff, sharing confidential information which would allow him/her to function more efficiently
   - Extend appropriate recognition and appreciation to volunteer
   - Prepare children to accept an older volunteer worker

2. It is the staff's right to:
   - Know that the volunteer will inform staff of the special needs of the child
   - Know that the volunteer will maintain confidentiality
   - Expect the volunteer to ask for a change in assignment if it is not meeting his/her needs, if it is too demanding, or if he/she believes someone else could accomplish more for and with the child
   - Expect the volunteer to maintain an open line of communication with staff so staff can benefit from the volunteer's views and experience
   - Expect stimulation and information from volunteer to help make the program more effective and keep in touch with changing needs

3. It is the AgeLink volunteer's responsibility to:
   - Accept assignment with only as much responsibility as he/she can handle
   - Respect criteria of assigning organizations
   - Fulfill his/her commitment or notify designated person early enough so that a substitute can be found
   - Decline work not acceptable to him/her
   - Be sure not to let biases interfere with job performance or pressure children to accept the volunteer's standards or beliefs
   - Continue only as long as he or she chooses
   - Use reasonable judgment in making decisions when there appears to be no policy; then, as soon as possible, consult with supervisor for future guidance
   - Provide feedback, suggestions, and recommendations to supervisor and staff if these might increase effectiveness of program
   - Be considerate, respect others' competencies, and work as a member of a team with all staff and other volunteers

4. It is the AgeLink volunteer's right to:
   - Be assigned a job that is worthwhile and challenging, with freedom to use existing skills or develop new ones
   - Be trusted with confidential information that will help in carrying out assignment
   - Be kept informed about program through newsletter, staff meetings, memoranda, or other means
   - Be provided orientation, training, and supervision for the job accepted; know why he/she is being asked to do a particular task
   - Expect that his/her time will not be wasted by lack of planning, coordination, and cooperation within program
   - Know whether his/her work is effective and how it can be improved; have a chance to increase understanding of self, others, and the community
   - Indicate when he/she needs reimbursement for out-of-pocket costs
   - Declare allowable, nonreimbursed out-of-pocket costs for federal (and some state and local) income tax purposes
   - Expect valid recommendation and encouragement from his/her supervisor
   - Be given appropriate recognition in form of awards or certificate of achievement but, even more important, recognition by other participants in the volunteering relationship
   - Ask for a new assignment when desired

Volunteers are very special people. They perform tasks much like other organization members, but they receive no pay. Their rewards are feelings—feelings of satisfaction, personal achievement, helping others—yet their needs are as important and vital as any paid employee within an organization.

When working with volunteers, it is important to know and understand the reasons why these workers are motivated toward volunteer jobs. Some of these reasons are: to keep busy, to be recognized, to be part of a team, to be challenged, to make friends, to share a skill, as therapy, as escape, or simply because "there is no one else to do it." Whatever the reason, the volunteer supervisor should make it a point to find out exactly what volunteers expect to receive from their work experience.

The North Carolina Department of Human Resources suggests that employers need to be aware that there are certain emotions which come to the job with any employee and that volunteers are no exception. "Volunteer jitters" are often associated with concerns about doing a good job and fitting into the organization. This nervousness may make it difficult for the volunteer to adjust to a new working relationship. (*Handbook for Volunteer Services*. Raleigh, North Carolina, 1979, p. 3.)

Like all employees, volunteer workers need to know what is expected of them. Their supervision should be similar to that of other employees. The volunteer workers should be made to feel a part of the organizational team by being kept well-informed; they need to know what they are expected to do, why the job needs to be done, and what the results are expected to be.

One good method of volunteer supervision is to form a volunteer support group where volunteers can share their experiences and be supportive of each other. Volunteers may find it easier to speak out in a group situation and may feel less threatened when making suggestions to improve the volunteer experience.

Volunteer Job Review

Although we developed no formal procedure designed to evaluate the job performance of volunteers, it is strongly recommended that a periodic job review be made by the AgeLink supervisor. After the initial six-week trial commitment, a job review every six months is suggested—or once a year at the very least.

Evaluation of volunteer work performance should be based on observable, visible characteristics related to the individual's AgeLink activity. This could include such things as whether the individual follows scheduling, can be relied upon to follow through with an activity, and sends in monthly reports.

When conducting a job review, be sure that the evaluation is objective. Either fill out the evaluation form with the volunteer present, or share the results when the review is complete. Discuss any problems or areas of performance that need attention. This can be a valuable way to learn if volunteers are finding their work satisfying, if they are upholding the AgeLink program standards, or if they are experiencing job burnout. Volunteers also benefit from having written job evaluations on file because they can use these evaluations as references for future volunteer or paid employment.

Vacations, Absences, Leaves of Absence

Any employee needs time off from work to take a vacation, recuperate from illness, or simply to re-energize. Volunteer workers are no exception. They need time off and should be encouraged to take periodic breaks from their volunteer duties. However, it is important to let the AgeLink supervisor know when absences will occur so that the necessary arrangements can be made.

Resignations and Dismissals

Occasionally a volunteer finds that he or she is not happy in the AgeLink program due to time demands, program organization factors, or burnout. If this occurs, first suggest some self-care steps like working on time scheduling, taking a break or vacation, changing routine, or discovering new ways to relax with stress-management techniques. If the volunteer still decides to leave the program, encourage him/her to express or document reasons for resigning. This should be done even if a new volunteer assignment is chosen.

On the other hand, if there is a serious cause for dismissal such as drug or alcohol use, child abuse, or less than exemplary behavior, gather as much information as possible about the unsatisfactory performance of the volunteer. In such instances, keeping written documentation as problems arise is extremely important. Talk directly with the volunteer and involve as few other people in the matter as possible. Make sure, however, that you know your state's laws about reporting suspected child abuse.

When talking to the volunteer about unsatisfactory or inappropriate behavior, do not attack that person's behavior or accuse the volunteer. This can create frustration which may result in ill feelings for both the individual and the supervisor. Instead, describe to the volunteer in very specific and concrete terms the ways in which a particular behavior is unsatisfactory. Often problems can be solved by simply sitting down and "clearing the air" of any misunderstandings. Problems such as not liking the volunteer assignment, being careless with reports, or resisting supervision may be turned into opportunities for better performance. After all the facts are gathered, if there are circumstances which are not manageable, the volunteer should be released. Explain to the volunteer why this is being done and that the volunteer's association with AgeLink must be terminated. Whenever possible, allow the volunteer opportunity to resign before taking action for dismissal.

The protection of the children and the integrity of the AgeLink program are of primary concern in all cases.

Volunteers' Interaction with the AgeLink Program

A volunteer's experience can only have meaning when it fulfills the needs of the volunteer. If older volunteers' opinions are not esteemed or work valued, no matter how responsible the tasks, they will have low job satisfaction. To encourage volunteers to actively evaluate their intereaction with the AgeLink program, they were asked to complete a *Volunteers' AgeLink Program Evaluation Form*, page 51. In addition, the *Cooperative Ventures Form*, page 53, was used when other organizations were involved with the AgeLink program. In order to help the site director monitor volunteers' participation in the program, the volunteers was asked to complete the *AgeLink Monthly Volunteer Report*, page 52.

Volunteers' AgeLink Program Evaluation Form

This questionnaire will help us evaluate the AgeLink program. You do not need to sign your name so please be frank and use other side of sheet if necessary.

1. How many months/years have you served as a volunteer in the AgeLink program?

   ___ 3 months or less
   ___ 4-6 months
   ___7-10 months
   ___More than 1 school year

2. On the average, how many days a week did you meet with the children, excluding school vacations as well as your own?

3. Was your role as a volunteer made clear to you before you began working with the children?

4. Do you feel you had sufficient support and supervision from the AgeLink coordinator and site supervisor?

5. Did the AgeLink program meet your expectations?

6. What aspects of the program did you enjoy most?

7. What aspects did you find the least pleasant or most disappointing?

8. Please comment on any changes you would wish for the coming term.

9. Looking back on the orientation/training you received, do you feel it properly prepared you for this service? If not, please describe any changes you recommend.

AgeLink Monthly Volunteer Report

Name of Volunteer: _____

Month: _____ Site: _____

1. How many hours have you visited your AgeLink site this month? _____

2. Did you go: weekly? _____ biweekly? _____ bimonthly? _____ other? _____

3. How many miles did you travel this month? _____
   (i.e. to and from the site. Please keep a record even if you do not want reimbursement—it is tax deductible.)

4. Has your AgeLink volunteer work in the past month been rewarding to you? Yes _____ No _____

   Comments: _____

5. Have you run into any problems this month with:

   Children? _____

   Site Director? _____

   Staff? _____

   Scheduling? _____

   Comments: _____

6. Have you attended an in-service training session this month?

   Yes _____ No _____ Title: _____

Thank you for your time in filling out this report. Please return it to your AgeLink Volunteer Coordinator.

Cooperative Ventures Form

Name of Organization Collaborating with AgeLink

How We Work Together

(Insert AgeLink-Monthly Activity Report Here)

CHAPTER 4

AGELINK TRAINING

The initial or pre-service AgeLink training is designed to inform older adults of the needs of school-age children while providing a framework for addressing the social, emotional, physical, and intellectual needs of the volunteer trainee. This chapter contains the information needed to conduct an AgeLink training program. It is strongly recommended that paid staff attend all training sessions as well.

Preparing for Training

AgeLink trainers are encouraged to carefully review the following material and to become familiar with the structure of the entire training program.

Recommended Format

The training is designed to cover an eight-hour period divided into two four-hour segments. In addition to the two training sessions, a social event should be planned (either on the last day of the training or at a separate time) when volunteers and staff who have completed the training are formally recognized.

Group Size

The maximum number of participants recommended for any training session is 24. Because the training includes a number of segments in which participants break into smaller groups, the minimum number suggested is 6. The recommended ratio of participants to trainers is 6:1 in order to facilitate small-group sessions. There need not be more than one trainer who is adept at handling the large-group session (though this responsibility, too, may be shared if the skills of the available trainers make it possible). One member of the training team should be a specialist in the area of music and

recreation—either someone who is helping to conduct the entire training or who comes in only for that specific segment.

Dress

Participants should be told in advance that each training session includes a few minutes of physical activity, such as exercises, dancing, or stretching. Therefore, loose-fitting, casual clothing is suggested.

Food

As participants arrive, as well as during the breaks which are planned for each session, food and beverages should be available. The time of day will help to determine what is appropriate, but an emphasis should be placed on nutrition: juice and fruit, cheese, bread sticks, etc., are more acceptable than donuts, heavily sugared cookies, and coffee. Trainees will soon be offering food to children, and such selections can help to model nutritious eating habits.

Literacy Skills

In advance of the training, it is important to be aware of the literacy levels of participants. Trainers should provide assistance or make suitable allowances for those who may not read or write.

Physical Activities

The training staff should be prepared to try a variety of physical activities. Activities should be adjusted to accommodate cultural attitudes and differences among trainees. Possible activities include stretching, light calisthenics, group singing with musical accompaniment, circle dancing, square dancing, washboard band-style instruments with improvised tunes, structured games with a light "nerf" ball or other object, etc.

Working with school-age children is not for the sedentary. These activities should be developed with the targeted audience clearly in mind. Trainees may have some infirmity, lack of flexibility and agility, a hearing loss, or other disability. However, the assumption should be that these volunteers are intergenerational adventurers—they dare to work with young people, girls and boys, who are going to be active, inquisitive, challenging, and

demanding. The physical activity component of the training session should give trainees a chance to utilize their voices, bodies, and spirits to show that which inspired them to undertake this adventure.

Meeting Place

The meeting place should be one which is convenient and accessible and one where people feel comfortable. Amenities to look for in a training site include:

- Accessibility for the handicapped (i.e., wheelchair ramps, equipped restroom facilities)
- Large, quiet room with good acoustics and *space* for games and exercises
- Privacy, so that the group will not disturb or be disturbed by other meetings or groups
- Tables or desks with comfortable seating
- Electrical outlets for movie projector and other electrical devices
- Furniture which will accommodate a projector, refreshments, displays, and/or publications

Projected Expenses

During the period when CIML's Human Resources Division provided training, the only expenses involved for the sponsoring agency were refreshments (optional) and a meeting place, which was usually obtained without charge. When training was offered without our participation, expenses included refreshments, the meeting room, copying charges, and reproduction of visual aids (posters, flip charts). Refer to the Training Materials Checklist on the following page.

Training Materials Checklist

_____ cards with developmental characteristics listed: 2 sets, each set a different color (see page 69)

_____ velcro. Glue 3/4" strip on back of one set of "developmental characteristic cards" (see above). Position matching velcro strips on child-development posters (see below and refer to page 70 for further information)

_____ 4 child-development posters (see page 70)

_____ 1 S-O-L-E-R poster (see page 82)

_____ 2 old and new model posters (create two posters which show an old fashioned model vs. a "new image" such as Madonna)

_____ 1 flipchart

_____ 2 easels

_____ film, *"Close Harmony,"* see Resource List, page 92

_____ projector, 16mm and take-up reel

_____ 3-prong adapter for electrical outlet

_____ extension cord

_____ 35mm camera (optional)

_____ 35mm color slide film and black & white film (optional)

_____ tape recorder (if needed)

_____ folders (enclosures: AgeLink Training: An Overview, see pages 63 and 64, Resource List, see pages 92 and 93, and 2 blank sheets)

_____ name tags

_____ 11" x 13" drawing paper for participants

_____ crayons

_____ markers (for easel writing)

_____ pens

_____ chair quotes (see pages 61 and 62)

_____ index cards

_____ handouts (see appropriate notes throughout training script)

_____ certificates of training completion (may be purchased from a local school supply or stationery store)

_____ AgeLink Training Evaluation Form (see page 94)

_____ nutritious snacks (juices, cheese, nuts, bagels, etc.)

_____ *Playfair* By Matt Weinstein & Joel Goodman, Impact Publishers,
PO Box 1094
San Luis Obispo, CA 93406

_____ Ahoy: *Add Health to Our Years*. A program to maintain and improve the physical health of older adults. Available from: N.C. Division of Aging, 708 Hillsborough Street, Suite 200, Raleigh, NC 27603

Reading and Handout Materials Used in Training

Copies of the articles listed below are to be distributed during appropriate segments of the training session. Distribution times are clearly indicated within the manual which follows. Trainers are encouraged to use either the materials listed or substitutes of similar content and quality. Some of the material will have to be researched and copied by trainers. Starred articles are those which must be independently located and copied.

Chair Quotes — *AgeLink Replication Manual*, pages 61 and 62

AgeLink Training Outline — *AgeLink Replication Manual*, pages 63 and 64

Developmental Characteristics of School-Age Children
AgeLink Replication Manual, page 69

* Playing Both Mother and Father — *Newsweek*, July 15, 1985

* Working Mothers — *Intimate Relationships, Marriage, and Family,* by James C. Coleman, Published by Bobbs-Merrill, 1984

* Traditional vs. Egalitarian Marital Scripts — *Intimate Relationships, Marriage, and Family,* by James C. Coleman, Published by Bobbs-Merrill, 1984

* Reflected Stress of Multiple Demands — *The Handbook for Latchkey Children and Their Parents,* by Lynette & Thomas Long, published by Arbor House, New York, 1983

* Child Abuse — *Intimate Relationships, Marriage, and Family,* by James C. Coleman, Published by Bobbs-Merrill, 1984

* Paradoxes of Our Time — *Intimate Relationships, Marriage, and Family,* by James C. Coleman, Published by Bobbs-Merrill, 1984

Projects, Games, and Songs — *AgeLink Replication Manual,* Appendix A, page 99

Suggested Intergenerational Projects — *AgeLink Replication Manual,* page 43

A Friendship Quilt Banner — *AgeLink Replication Manual,* Appendix A, page 100

Singing & Rhythm Games — *Illustrated Games and Rhythms for Children,* by Frank H. Geri, Published by Prentice Hall, Englewood Cliffs, N.J., 1955. A selection of these games and rhythms is located in the *AgeLink Manual,* Appendix A, page 101

Crafts — *A Carnival of Classroom Arts and Crafts Projects,* by Peggy Palmer, Published by Parker, New York, 1980. A selection of craft ideas from this publication is located in the *AgeLink Manual,* Appendix A, page 106

Household Items to Save and Use in Play — *AgeLink Replication Manual,* Appendix B, page 110

* After School Suggested Schedule — *Half a Childhood,* by J. Bender, Published by School-Age Notes Nashville, Tennessee

* Some Facts About Television & Child — *Intimate Relationships, Marriage, and Family,* by James C. Coleman, Published by Bobbs-Merrill, 1984

* TV Exploitation — In *Play*, by Patricia Markun. Published by Research Press, Champaign, Ill., 1973

Roadblocks to Communication — *AgeLink Replication Manual*, page 81

S-0-L-E-R — *AgeLink Replication Manual*, page 82

Door Openers — *AgeLink Replication Manual*, page 83

Feedback Statements — *AgeLink Replication Manual*, page 84

AgeLink Four-Part Discipline System — *AgeLink Replication Manual*, page 88

* Summary of Consequences —*Without Spanking or Spoiling*, (page 101) by Elizabeth Crary, Published by Parenting Press, Seattle, WA

* Praise Summary —*Without Spanking or Spoiling*, (page 97), by Elizabeth Crary, Published by Parenting Press, Seattle, WA

* Summary of Positive Reinforcement — *Without Spanking or Spoiling*, (page 96), by Elizabeth Crary, Published by Parenting Press, Seattle, WA

* Time-Out Summary — *Without Spanking or Spoiling*, (page 102), by Elizabeth Crary, Published by Parenting Press, Seattle, WA

* Do What You're Told — by Eleanor Berman, *Working Mother*, (pages 65, 84, and 86) April, 1982

AgeLink Training Evaluation Form — *AgeLink Relpication Manual*, page 94

Resource List for Use in Training — *AgeLink Replication Manual*, page 92

Chair Quotes

Using copies, cut the following quotes apart and place them on participants' chairs at the beginning of each day of training. This is a technique to set the mood for the group and to encourage communication. "Chair Quotes" also provide the opportunity for directed thought, inspiration, and, in some cases, a bit of humor. If desired, the quotes may be shared aloud.

You will do foolish things,
but do them with enthusiasm.

Don't be afraid to take a big step.
You can't cross a chasm in two small jumps.
David Lloyd George

Be yourself. Who else is better qualified?
Frank Gibben II

Every job you perform is an autograph of yourself.
Autograph yourself with excellence.

Time flies, but remember you are the navigator.

Every day is a little life;
every waking and rising a little birth;
every fresh morning a little youth.

Be yourself. Who else is better qualified?
Frank Gibben II

Even when opportunity knocks,
you still must get out of your chair to open the door.
Nuggets

Love doesn't make the world go round.
Love is what makes the ride worthwhile.
Franklin P. Jones

Maturity is the ability to live in peace
with that which we cannot change.
Ann Landers

The architect of the universe didn't build a stairway leading nowhere.
Make your time here an exciting adventure.

Happiness is not a destination.

Don't worry whether or not the sun will rise;
be prepared to enjoy it.

A smile is contagious - let's start an epidemic

You have no liabilities - only some assets
more developed than others.

A pat on the back is only a few vertebrae
removed from a kick in the pants,
but is miles ahead in results.

Training that brings about no change is as effective
as a parachute that opens on the first bounce.

I believe we are given life to enjoy
and make it more enjoyable for others.
The best way to do this is to get in the middle of it.
Henry S. Harrell, Sr.

The best preparation for tommorow
is to give life my best today.

It is not I who speaks,
but life within me who has much to say.

The world is a looking glass and
gives back to each person
a reflection of his attitude.

Great people are those who do not lose their child's heart.
Mencius

AgeLink Training: An Overview

Day 1 or Session 1

1. Introduction

    1.1 Welcome [5 minutes]
    1.2 Introduction of Participants [10 minutes]
    1.3 Close Harmony (Film) [30 minutes]
    1.4 Discussion of Film [5 minutes]
    Stretch, Ice Breaker [10 minutes]
    Snack Break [5 minutes]

2. Understanding the Needs of School-Age Children

    2.1 Part I: "What did I do when I wasn't in school?" [20 minutes]
    2.2 Part II: Understanding children's developmental needs [30 minutes]
    Ahoy Body Movements [15 minutes]

3. Understanding Families

    3.1 The Family in Which I Grew Up, an artistic activity [10 minutes]
    3.2 Families Then—Families Now, (small groups) explanation of pictures and discussion [40 minutes]
    3.3 Living Through Changes, differences and similarities of experiences [10 minutes]
    3.4 Children After School: How Do We Meet Their Needs [20 minutes]
    3.5 Wrap-up [5 minutes]

END OF DAY 1 OR SESSION 1

Day 2 or Session 2

Play Game "Introductions" (PlayFair) [5 Minutes]

4. AgeLink Activities [20 Minutes]

    4.1 Activities
    4.2 Child Directed
    4.3 Television

5. Getting to Know Myself as a Caregiver

    5.1 How Can I Help Meet the Needs of School-Age Children? [20 Minutes]
    5.2 Active Listening [20 Minutes]
    5.3 Memories of Childhood Play [15 Minutes]

Stretch [10 Minutes]
Snack Break [5 Minutes]

6. Discipline: Encouraging appropriate behavior and discouraging inappropriate behavior

    6.1 Possible Disciplinary Measures [20 Minutes]
    6.2 Role Play—Child Acting [15 Minutes]
    Discussion [10 Minutes]
    6.3 Promoting Desired Behavior [25 Minutes]

7. Being With Children Is Hard Work! How will I handle the rough times? [25 Minutes]

8. Closing

    8.1 "Wonderful Circle" (PlayFair) [15 Minutes]
    Brief comments and discussion open to all participants
    8.2 Evaluation Form [5 Minutes]
    8.3 Social Event and Certificate Award Ceremony [50 Minutes]

END-OF TRAINING

AgeLink Training Manual

DAY 1 / SESSION 1

The material which follows is to be used as a guide. Trainers are encouraged to familiarize themselves with the text rather than to read it word for word. Be enthusiastic. If trainers do not believe in what they are saying, neither will the trainees. Make it lively, interesting, and above all, fun for participants. Let them know through your attitude that you appreciate what they are doing. It will make a difference.

Note: Words which are **bold face** or in all CAPS are notes to the trainer rather than the audience.

ALLOW ONE HOUR TO SET UP. START THE TRAINING ON TIME.
KEEP ON SCHEDULE.

1. INTRODUCTION

1.1 Welcome — 5 minutes

Welcome to the AgeLink Training Session. You have been chosen to be here because of your special desire to share your time, skills, and hearts with school-age children who need your care and guidance. This training will be presented in two four-hour sessions. We are here not only to gain an understanding of the needs of school-age children, but also of the modern-day family structure and how it differs from the past and affects children's lives. As participants you will be able to explore your own feelings and experiences and learn skills that will enable you to be supportive of children's growth and development.

You will be given methods for dealing effectively with both appropriate and inappropriate behavior and looking at how it affects you. You will also learn ways of caring for yourselves and avoiding stress.

1.2 INTRODUCTION OF PARTICIPANTS — 10 minutes

GIVE PARTICIPANTS A CHANCE TO TELL THEIR NAMES AND WHY THEY HAVE CHOSEN TO BE AN AGELINK VOLUNTEER.

1.3 CLOSE HARMONY — 30 minutes

The film we are going to see now shows the value of intergenerational friendships. Although it is not representative of the AgeLink format, it illustrates how the interaction between young and old can be both meaningful and fun.

1.4 DISCUSSION OF FILM — 5 minutes

ASK THE TRAINEES THE FOLLOWING QUESTIONS. What do the older people and the children find in common? In what ways do the two groups change their feelings?

STRETCH—ICE BREAKER — 10 minutes

"Imaginary Ball Toss" PlayFair, see Resource List, page 91

SNACK BREAK — 5 minutes

2. UNDERSTANDING THE NEEDS OF SCHOOL-AGE CHILDREN

2.1 Part I: WHAT DID I DO WHEN I WASN'T IN SCHOOL? — 20 minutes

SMALL GROUP DISCUSSION

Now we would like you to break up into small groups (no more than four in a group). Within these groups I want you to make a list of the kinds of activities you were involved in as a child during your after-school hours. These will include time alone, with friends, siblings, parents, etc. Include activities you remember fondly and things you disliked. Record any funny, sad, scary, or other memorable events you can remember.

Before you get started on the list ask your group member whose birthday is closest to this day of training to write down the events and activities each of you remembers for the purpose of sharing later.

You have ten minutes, so let the memories roll.

PRINT THE LISTS AS REPORTED BY GROUP LEADERS ON THE FLIP CHART. SAVE THIS LIST FOR USE IN SECTION 3.4 OF TRAINING.

We'll save this list for use at a later time during training.

2.2 UNDERSTANDING CHILDREN'S DEVELOPMENTAL NEEDS 30 minutes

Let's spend some time learning about the differences between younger and older school-age children. We don't want you to memorize each stage of development. Our goal is to gain an appreciation for the tremendous growth and change children experience from kindergarten through adolescence.

In order to learn these differences in the amount of time we have, we are going to play a game which involves matching developmental characteristics with a specific age group.

DIVIDE THE PARTICIPANTS INTO SMALL GROUPS. GIVE AN EQUAL NUMBER OF THE SHUFFLED 3 x 5 "DEVELOPMENTAL CHARACTERISTICS OF SCHOOL-AGE CHILDREN" CARDS TO EACH GROUP. SEE PAGE 69, AND COPY EACH CHARACTERISTIC ONTO A 3x5 INDEX CARD. PLACE VELCRO ONTO THE BACK OF EACH CARD.

Each group will be given an equal number of cards on which different developmental characteristics are written. Pick out statements that would apply only to children up to five years of age; six- seven- and eight-year-olds; nine- ten- and eleven-year-olds; or twelve to thirteen-year-olds and place them in different stacks in front of the group. You should have four stacks. Try to get everyone in your group to agree on the appropriate stack, or age category, for each card.

You will have ten minutes to complete this task.

Now let's see if you matched them correctly.

ONE LARGE POSTER (SHOWN ON PAGE 70) SHOULD BE CREATED FOR EACH AGE GROUPING. THIS NEEDS TO BE DONE BEFORE BEGINNING THIS SECTION.

THE POSTERS SHOULD HAVE AN EQUAL NUMBER OF VELCRO STRIPS ATTACHED TO MATCH THE NUMBER OF 3X5 CARDS LISTING THE DEVELOPMENTAL CHARACTERISTICS FOR EACH AGE CATEGORY.

MATCH EACH 3X5 CARD WITH THE CORRECT AGE POSTER. (SEE PAGE 69, DEVELOPMENTAL CHARACTERISTICS OF SCHOOL-AGE CHILDREN.)

DEVELOPMENTAL CHARACTERISTICS OF SCHOOL-AGE CHILDREN

FIVES

- Use large muscles quite well and are beginning to control small ones.
- Have imperfect eye-hand coordination.
- Begin playing well with others.
- Need encouragement to help themselves.
- Like to cut paper but need supervision with scissors.
- Like repetition in reading, music, and action.
- Like to work on specific projects that are carried over from day to day.
- Have attention span of less than twenty minutes.

SIX, SEVEN, EIGHT

- Have fairly good control of small muscles.
- Are extremely imaginative.
- Begin to make practical use of skills in reading and writing.
- Like puppetry, puzzles, and collections.
- Enjoy jump ropes, hopscotch, skates, digging, and building.
- Can understand elementary logic, concepts, symbols, and reasoning.
- Use their whole body: are restless and wiggly.
- Need to learn how to play group games.

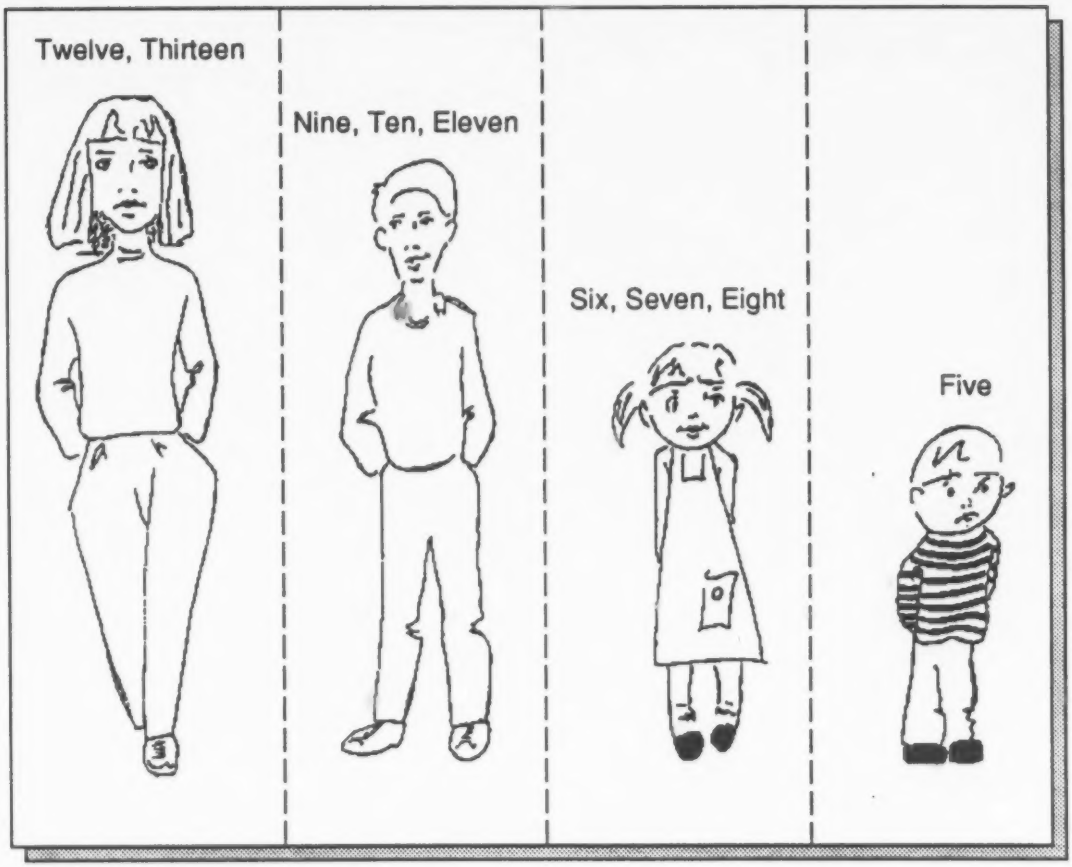
NINE, TEN, ELEVEN

- Work well in teams, develop loyalties.
- Like to explore and discover nature and new ideas in science.
- Develop community and social interests.
- Like clubs, trips, adventures, and magic.
- Stay in groups of their own sex.
- Seek the admiration of their peers.
- Can skillfully engage in games that require muscle coordination.
- Artistic potentials become evident in drama, painting, music, and art.

TWELVE, THIRTEEN

- Due to a rapid growth spurt, endurance is usually not high.
- Emotions begin to play a more obvious part in their lives.
- Can be elated or depressed within a number of hours.
- Hostilities may develop towards adults most loved.
- They like secrets and private places.
- Status with peer group is very very important.
- Work hard to achieve independence from family.
- May have difficulty accepting criticism.

MAKE THESE POSTERS PRIOR TO TRAINING



PASS OUT HANDOUT: DEVELOPMENTAL CHARACTERISTICS OF SCHOOL-AGE CHILDREN. PAGE 69

In one of the sessions tomorrow, we will go over activities which are appropriate for different ages.

AHOY BODY MOVEMENTS **15 minutes**

SEE TRAINING MATERIAL CHECKLIST, PAGE 58.

3. UNDERSTANDING FAMILIES

3.1 THE FAMILY IN WHICH I GREW UP — 10 minutes

HAND OUT LARGE, AT LEAST 12" X 13", SHEETS OF PAPER AND A VARIETY OF DRAWING IMPLEMENTS: PENS, PENCILS, MARKERS, CRAYONS, ETC.

Now I would like for you to draw, in any way you like, the family in which you grew up. This is not a test of your artistic ability, so please try to forget how you feel about yourself as an artist. Concentrate on getting the message across about your family. Be sure to include anyone who lived in the household whether blood relatives, hired help, boarders, or immediate family. You have ten minutes to draw your family.

3.2 FAMILIES THEN — FAMILIES NOW — 40 minutes

Let's get back into small groups. You do not necessarily need to be in the same group in which you participated earlier. Within your groups, please take turns explaining the pictures you have drawn. After you have talked about who was in your family, discuss who was available for before- and after-school care. How might this picture be different if a child were drawing it now?

WHEN AN APPROPRIATE AMOUNT OF DISCUSSION TIME HAS PASSED, ASK THE PARTICIPANTS TO COME BACK TO THE LARGE GROUP SETTING.

What kinds of differences did you see between your own family structures and those of a child today?

The whole structure of families has changed dramatically in this century. Let's take a look at some of these big changes and how they affect children. Perhaps the most startling change has come in the area of divorce.

SHOW THE FOLLOWING CHART (OR AN UPDATED VERSION) ON INCREASED DIVORCES.

Divorce-American Style

1920 - 1 out of 7 marriages ended in divorce

1950 - 1 out of 5 ended in divorce

1980 - 1 out of 2 ended in divorce

NEXT DISPLAY THE FOLLOWING POSTER:

Single Parent Homes

1 of 5 children live in single-parent families

Since 1970, single-parent families have doubled

Half of the children born in the 1980s will spend a portion of their childhoods in single-parent homes

In 1980, one out of five children lived with only one parent. Half of the children born in 1980s are expected to spend part of their childhoods in single-parent homes. Ninety percent of single-parent households are headed by women even though father-headed households have doubled since 1980. Partly as a result of divorce and the fact that women hold lower-paying jobs and are paid less for the same jobs men hold, our society is experiencing what we call the "feminization of poverty." This means that the burdens of poverty are falling primarily on women and their children. One of three children in single-parent families lives in poverty. These statistics are even higher for black single-parent homes.

Despite these gloomy realities, many children and their single-parent families are coping quite well. A 1985 *Newsweek* article "Playing Both Father and Mother" (Reading and Handout Materials Used in Training, page 58) spotlighted several single families and their amazing abilities to survive. We have copied that article for you and hope you will enjoy the personal stories which are included.

GIVE OUT *NEWSWEEK* REPRINT HANDOUT

Some children of divorce now live in blended families where one or both parents have remarried. In these new families, there are often stepbrothers and sisters as well as step-parents and grandparents with whom children must learn to live. These adjustments can also cause stress on families and will have an impact on the children with whom you work.

Another trend will also have a big impact on the children you serve, that of working mothers.

DISTRIBUTE HANDOUT: WORKING MOTHERS. (READING AND HANDOUT MATERIALS USED IN TRAINING, PAGE 58)

Six times as many mothers are working today than were holding jobs at the end of World War II. The biggest increase in labor-force participation is among women ages 25-34, those who have stayed home in the past to raise children. In fact, at the present time, the majority of mothers do work. In 1985, North Carolina had the highest percentage of working mothers in the nation. The median time taken for maternity leave is now twelve weeks. And, two-thirds of women are back at work within four months.

Let's look at some of the reasons for this dramatic increase in the number of working mothers:

1. Economics is a primary reason. Women work because it is no longer possible for one income to support a family. This trend is prevalent even in today's smaller families of 2.2 children, compared to an average of 4 at the beginning of the century.

2. Changes in sex roles also play a part.

DISTRIBUTE HANDOUT: TRADITIONAL VS. EGALITARIAN MARITAL SCRIPTS. (READING AND HANDOUT MATERIALS USED IN TRAINING, PAGE 59)

As you will note from this handout, more men and women are now sharing all roles within the family, including child care, earning money, and homemaking.

3. Aiso, women are finding personal satisfaction and a sense of worth in their jobs.

4. In addition to these changes, the U.S. has become a country of nomads. Most families move once every five years. While we often move to better opportunities, moving also means separation from loved ones and extended family members.

Now, what does all this mean for today's children? Fewer adult family members are available for care. Mothers are working and grandparents who might help with child care are often hundreds or thousands of miles away. Time with children at home may not include "quality" attention because of the pressures parents have faced during the day as well as completion of household chores during evening hours.

DISTRIBUTE HANDOUT: THE REFLECTED STRESS OF MULTIPLE DEMANDS. (READING AND HANDOUT MATERIALS USED IN TRAINING, PAGE 59)

As a result, children's friends and peers may have more impact than parents. Twenty years ago young people said their parents were the most influential people in their lives. Now friends and/or peers have taken parents' place as most influential. Television has become a powerful influence and babysitter. Today's children watch television more hours than they are in school. We'll talk more about television later in training.

We don't yet know what the effects of these upheavals in families will be on children. They may survive well or they may suffer in ways we have not yet imagined. We have a tendency to believe the old days were so much better. But let's consider this quote by Edward Cornish:

Until the twentieth century, divorces were exceptional occurrences. Marriages were supposed to last 'until death do us part' — and most did, partly because death came much sooner than it does today. A nineteenth-century marriage lasted an average of only 12 years before one or the other of the partners died.

Parents did die early, and being orphaned at an early age was common.

Admittedly, marriage and family are going through a difficult transition period, but they have proved to be durable institutions and are not likely to deteriorate altogether. As Ailene Skolnick summarized the situation:

Yet, however grim the present moment may appear, there is no point in giving in to the lure of nostalgia. There is no golden age of the family to long for, nor even some past pattern of behavior and belief which would guarantee us harmony and stability if only we had the will to return to it. Family life is bound up with the social, economic and ideological circumstances of particular times and places. We are no longer peasants, Puritans, pioneers, or even suburbanites circa 1955. We face conditions unknown to our ancestors, and we must find ways to cope with them.

3.3 LIVING THROUGH CHANGE — 10 minutes

What do you think about these changes? Are children better or worse off? Are parents better or worse off? What's it like to be a grandparent now, versus what it may have been like for your grandparents? How does it feel to have lived through so many changes in family life over the course of just generations?

3.4 CHILDREN AFTER SCHOOL: HOW DO WE MEET THEIR NEEDS? — 20 minutes

Now, let's put the focus back on children again. Think for a minute about what needs children have—children of any generation.

LIST NEEDS THE GROUP NAMES ON THE BOARD. INCLUDE SAFETY, SHELTER, LOVE, NOURISHMENT, PRIVACY, PHYSICAL AFFECTION, LIMITS, STIMULATING ACTIVITIES, QUIET, COMPANIONSHIP, REST, EXERCISE. MAKE THE LIST VERTICALLY. BRING OUT THE FLIP CHART WITH THE LIST OF ACTIVITIES WHICH PARTICIPANTS CREATED EARLIER. (SECTION 2.1)

Let's consider children who are alone, unsupervised in the afternoons — those we sometimes call latchkey children because they often wear a key around their necks to let themselves into their homes. We know that between 15 and 25 percent of all school

children are going home alone—either because their parents can't find after-school care, can't afford it, or don't think it's necessary. A national survey recently indicated that a majority of parents believe their children are capable of self-care when they reach eight years of age. Which of the needs we've listed would be met when a child is home alone?

PLACE A CHECK MARK BY THOSE WHICH ARE MET.

Those which do **not** have checks constitute a good job description for caregivers who work with latchkey children. It is our responsibility to provide things which would not be provided if the children were at home alone (love, safety, etc.).

Studies about latchkey children show that loneliness and fearfulness are the two most common problems. But even when children are afraid or unhappy they often don't tell their parents because they don't want to burden them further. Children of working parents, and especially of single-working parents, see the financial and time stresses parents experience and often choose not to add to that stress by complaining. Having a child home alone also can produce a sense of guilt among parents and for this reason the word "latchkey" can bring up a lot of negative feelings.

3.5 WRAP-UP 5 minutes

Here are two additional handouts which you may find helpful.

DISTRIBUTE HANDOUTS ENTITLED "PARADOXES OF OUR TIME" AND "CHILD ABUSE." GO OVER THESE HANDOUTS IF YOU HAVE TIME. (READING AND HANDOUT MATERIALS USED IN TRAINING, PAGE 59)

Tomorrow we will learn more about children's needs and what you can do to help as AgeLink caregivers. Thanks for your enthusiastic participation. Remember that both days are required for your training certification.

Until tomorrow!

END OF DAY 1 / SESSION 1

AgeLink Training Manual

Day 2 / SESSION 2

"Introductions." **5 minutes**
A *PlayFair* game, page 64. (see Resource List, page 92)

THIS IS A GAME WHICH HELPS PARTICIPANTS REINTRODUCE THEMSELVES AND CREATES A BONDING SPIRIT OF FRIENDLINESS AMONG THE GROUP. AFTER ANNOUNCEMENTS, GATHER THE GROUP INTO AN AREA WHICH ALLOWS THEM SOME MOVING AROUND SPACE. THE DIRECTIONS TO THE PLAYERS MAY BE FOUND ON PAGE 64 OF *PlayFair*.)

4. AGELINK ACTIVITIES **20 minutes**

4.1 Activities

Now that we have a clearer picture of children's needs, what shall we do with those in our care in the afternoons? Today we are giving you a packet of activity handouts which contains ideas and suggestions for creative play with school-age children.

The first handout is "Projects, Games, and Songs." (APPENDIX A, PAGE 99) This handout lists various activities that you can use with children.

A second handout entitled "Household Items to Save and Use in Play" (APPENDIX B, PAGE 110) gives you a list of items you can use for play materials and crafts. You can take your time and go over this later at home.

The handout entitled "Suggested Intergenerational Projects" (HOLD UP "SUGGESTED INTERGENERATIONAL PROJECTS" HANDOUT, PAGE 43) lists crafts and other activities. Quilting is a craft which is being revived as a valued tradition. Your next handout, "A Friendship Quilt Banner," (APPENDIX A, PAGE 100) is an example of a way in which you can pass on this tradition in a fun way. Let's look at it.

The rest of your activity packet includes craft ideas and games. Let's go over one of the games. You may remember *The Muffin Man or The Farmer in the Dell.* Children through age eight will like these. We found that many children were unfamiliar with these traditional songs and games. REFER TO THESE HANDOUTS AND GO OVER THEM BRIEFLY.

We have included an AgeLink Activities Schedule on the next page. This form will help in planning the day's schedule. It has a place to describe the activity, allows for identifying the appropriate age group for that activity, the amount of time needed as well as the materials and space required.

4.2 Child Directed

Let's imagine for a moment that we are visitors in an AgeLink after-school program. When we enter, we notice that there are no desks. Instead, in a large open room there are small tables grouped together in one corner where four children are learning beadwork from an older woman and a fifth-grade child is reading a mystery book. A large bulletin board is covered with bright colored fabric where children's artwork is displayed. In another corner four children are sprawled on bean bag chairs and a sofa reading, playing with dolls, braiding hair. Another appears to be dozing on a mat on the floor. Shelves on the walls hold puzzles, art supplies, board games, and other play equipment. Four older children are in the middle of the floor teaching an older man to play a game of Dungeons and Dragons. One older woman is helping a young boy with an arithmetic assignment at another small table. Outside the window we can see children playing ball and others just standing and talking.

This is a picture of a good after-school program. Its best feature is that children are free to choose that with which they wish to be involved. There are structured activities for those who want them, help with homework if the child wants it, rest, and time just to play. Those who feel like being loud or physically active can do so outside. Those who prefer quiet activities also have a place. We must keep in mind that the AgeLink program should not be a continuation of the school day.

AgeLink Activities Schedule

Volunteer: _____

Date	Name and Description	Age Range	Size of Group	Time	Materials and Space Needed

4.3 Television

Let's talk for a moment about television. GIVE OUT HANDOUT ABOUT TELEVISION AND CHILD DEVELOPMENT (READING AND HANDOUT MATERIALS USED IN TRAINING, PAGE 59). The center in which you'll be working may have a TV, but we urge you not to turn it on. DISCUSS HANDOUT.

5. GETTING TO KNOW MYSELF AS A CAREGIVER

5.1 HOW CAN I MEET THE NEEDS OF SCHOOL-AGE CHILDREN? — 20 minutes

Each of you has special skills, abilities, and qualities, though some of you may **say** you have no talents. I'd like you to take out a sheet of the blank paper from your packets and make a list of things you do well **or** you really **like** to do. No one will see this list but you. And the things don't have to be child related. If you like to cook or crochet, put it down. If you are a good listener, put that down. You should have at least ten things on your list at the end of five minutes. Then rank order your list with #1 as your favorite.

PASS OUT INDEX CARDS.

Now put your name on this card and list three things which you think you would like to share or do with children. These cards will be a real help to the site director as he or she plans the program.

5.2 ACTIVE LISTENING — 20 minutes

Now, let's talk about how to be a good listener and open up the road to communication. When a child or an adult approaches us with a problem, we have a tendency to put up roadblocks by doing one of the following.

REFER THEM TO THE FOLLOWING POSTER ENTITLED "ROADBLOCKS TO COMMUNICATION," WHICH SHOULD BE CREATED PRIOR TO TRAINING, PAGE 81.

ROADBLOCKS TO COMMUNICATION

When a child or an adult approaches us with a problem we have a tendency to:

Give Advice
"What you should do is. . ."

Lecture
"The right way to approach this is. . ."

Preach
"You ought to do it this way. . ."

Threaten
"If you do that, I warn you. . ."

Distract with humor
"You think you've got problems. . ."

Judge or criticize
"You're wrong to think that. . ."

Shame
"You are acting like a baby."

Diagnose or analyze
"You're saying this because you are angry."

Sympathize, console
"You'll feel better tomorrow. It's not that bad."

Question, probe
"Why did you do that?"

These responses make others feel put down. They block good communication especially when we use them as a first response. Some can be helpful, but only after the person knows his feelings have been understood.

One of the most important aspects of our work as caregivers is the ability to truly listen. "Why, listening is easy!" you may be saying to yourself. But the truth is that real listening is quite an art and a skill that most of us haven't really learned. How many times have you found yourself trying to hear what another person was saying, and all the while you were thinking of what you were going to say next, or how your feet hurt, or how late you were going to be for your next appointment, or whether you closed the windows at home. All of us have found ourselves in this position hundreds of times.

Real listening is, however, a different matter and if done well is often called "active listening" because you must put your whole self into the activity.

If you want to remember good listening skills, think of the word S-O-L-E-R (only spelled with an E instead of an A).

REFER TO THE SOLER POSTER BELOW WHICH IS TO BE CREATED BEFORE THE TRAINING SESSION BEGINS.

S-O-L-E-R

S Stands for **sit** quietly.

O Stands for **open**. Crossing your arms and legs and closing your fingers makes you seem inaccessible.

L **Lean** forward just slightly, nod, smile, or frown and say something like "I see," "Really," "Mm-hmm!"

E Maintain **eye** contact.

R **Relax** - be yourself.

DISPLAY THE CHART, "DOOR OPENERS," WHICH IS TO BE CREATED BEFORE TRAINING

"Door Openers" are statements you can make which invite a child to say more about his own ideas or feelings. Examples of door openers include:

DOOR OPENERS

Tell me about it.

I'd like to hear more about it.

I'd be interested in your point of view.

Would you like to talk about it?

Let's discuss it.

Tell me the whole story.

This seems important to you.

Sounds like you've something to say about that.

Do you want to say more about it?

I'm listening.

After listening and carefully using the above techniques, it is important to give the child some feedback. In the statements listed on the "Feedback Statements" poster, we are seeking to identify an emotion or feeling. Note these examples:

DISPLAY THE FOLLOWING "FEEDBACK STATEMENTS" POSTER WHICH IS TO BE CREATED BEFORE TRAINING BEGINS.

FEEDBACK STATEMENTS

- I believe you really do dislike me right now.
- I know you're disappointed about that.
- You're afraid of thunder.
- You'd rather stay out and play.
- You want me to see your cut and know you got hurt.
- You really feel left out when Jenny gets a present because she's sick.
- Oooo, that burn really hurts. It hurts terribly.

Try to avoid frequently prefacing your statements with, "It sounds like," "You feel," "You're saying to me," "It seems like," "I hear you saying." Too much of this tends to produce resistance.

GIVE OUT ACTIVE LISTENING SUMMARY WHICH SHOULD BE REPRODUCED IN HANDOUT FORM BEFORE TRAINING BEGINS.

ACTIVE LISTENING SUMMARY

WHAT	Active listening is a technique for helping another person clarify his feelings so he can solve his own problems.
WHEN	When the other person indicates, by what she says or does, that she has a problem.
HOW	Active listening reflects both the feeling and the content of the other person's message (both verbal and nonverbal). Active listening avoids asking questions, reasoning, giving advice, or encouraging a course of action.

HOW NOT TO DO IT (Mother and daughter driving to the babysitter's):

Daughter: I don't want to go Susie's house.
Mother: You don't want to go to Susie's house?
Daughter: I don't want to go to Susie's house.
Mother: Why not? You always have fun there.
Daughter: (louder) I don't want to go Susie's house.
Mother: Why are you afraid to go to Susie's?
Daughter: I want to be with you.
Mother: But honey, you know I have to go to work.
Daughter: (crying loudly) I want to be with you.
Mother: Just calm down. Crying won't make it any better.

HOW TO DO IT (Mother and daughter driving to the babysitter's):

Daughter: I don't want to go Susie's house.
Mother: (groping) You are sad we are going to Susie's house.
Daughter: Yes.
Mother: You want to stay with me.
Daughter: (calmer) Yes, I want to be with you.
Mother: Okay, I'll stay with you for 5 minutes at Susie's house.
Daughter: Before you go?
Mother: Before I go.

NOTE: Active listening can also be used to reflect or clarify happy, joyous feelings. If a child seems to dwell on the unpleasant side of life, active listening for happy, successful experiences may help.

Be aware that, at first, active listening will feel artificial, phony, or stilted to you. But practice makes it feel less clumsy. Don't give up too quickly. It takes time for people to realize you accept their problems and feelings. Remember that being a good listener is the most important and rare gift you can give a child, or any person, for that matter.

5.3 MEMORIES OF CHILDHOOD PLAY 15 minutes

Let's play a game now that will help us learn to be good listeners. DIRECTIONS TO THE PLAYERS: Close your eyes and hold up either your right hand or your left hand. Open your eyes and choose a partner who has the opposite hand held up.

We are going to ask you to remember the time of your life when playing was most important, around the age of ten or under. You are going to spend some minutes with your partner sharing memories of this playful past.

These memories may be pleasant or unpleasant, and we ask you to record your feelings for recall later in the next section. You will have up to three minutes for your recollections at which time you will hear this bell ring and it will be time for your partner, who has been actively listening, to respond to you. The response can last up to two minutes. At the sound of the whistle you will switch roles. Are there any questions?

STRETCH—DO STRETCHES FROM "AHOY." (TRAINING MATERIALS CHECKLIST, PAGE 58) **10 minutes**

SNACK BREAK **5 minutes**

6. DISCIPLINE: ENCOURAGING APPROPRIATE BEHAVIOR AND DISCOURAGING INAPPROPRIATE BEHAVIOR

6.1 Possible Discipline Measures — 20 minutes

Discipline is one of the most controversial and anxiety-producing topics in the area of child care. We could spend a whole day dealing with discipline, but because of our time constraints today we can only focus on the highlights. You will leave here today, however, knowing the AgeLink discipline policy as well as some specific methods for dealing with appropriate and inappropriate behavior. We hope you will also read the book(s) we have suggested (see the Bibliography provided as part of the handouts), and if you feel you need more training in this area, please write this on your evaluation form so that we can provide an in-service training session at a later date.

We believe that children are neither good nor bad, but that they have learned appropriate and inappropriate behavior. Let's start by listing on the board (or flip chart) some behaviors in children that will cause trouble or require action (hitting, pushing, cursing, fighting, name calling, purposefully breaking equipment, not following instructions, throwing food, sexually explicit behavior). Some of these behaviors may be especially troubling to you because you may not have experienced them with a previous generation of children. The degree of profanity in the language of children and their

knowledge of and openness about sexuality may be especially startling to those of you in the grandparent generation. These behaviors reflect some of the family and societal changes we talked about yesterday, and they also come from lots of television watching. But how should we as caregivers act when faced with these behaviors?

Let's make a list of all the possible methods of discipline for children. Our list should include everything: methods that were used on you, those you used with your children, or methods you may have heard about. You don't have to approve of these methods to list them.

LIST THE METHODS OF DISCIPLINE NAMED BY THE PARTICIPANTS ON THE FLIPCHART.

Now that we've listed all the options, let's discuss these methods and their effectiveness.

GO DOWN THE LIST ASKING WHAT EACH PARTICIPANT THINKS OF THE EFFECTIVENESS OF THE METHOD IN PRODUCING A DESIRED RESULT.

Let's scratch off those considered ineffective or unethical.

6.2 ROLE PLAY - CHILD ACTING — 15 minutes

IN THE SKIT THAT FOLLOWS YOU WILL KNOW THE BACKGROUND INFORMATION YOURSELF BUT DO NOT GIVE IT OUT TO THE PARTICIPANTS. TRAINERS SHOULD PLAY THE PARTS OF BOTH THE CHILD AND THE LADY. SEE BACKGROUND MATERIAL BELOW.

Action: Lisa walks into the room and throws her books across the table, knocking papers all over the floor. She says loudly: "I'm hungry, where's my snack?"

Lady: "Lisa, you've made such a mess, pick up those books and papers and be quiet. If you're hungry—go and help to prepare the snack."

Lisa: "Shut up old lady, I don't want to help. You're not my mother. You can't tell me what to do! You're supposed to be here to take care of us. I want my snack."

Lady: "Child, you better stop sassing. You do what you're told—you inconsiderate child! Now pick up the mess you made and march yourself over there to the snack table."

Lisa: Lisa turns and runs away from her.

How would you as a caregiver handle this situation? What circumstances during the day may have led up to the child's inappropriate behavior? How could you use the Active Listening Technique here?

BACKGROUND: Nothing has gone right for Lisa, age 9, at school. She didn't eat lunch because she didn't like it and consequently is quite hungry. She missed too many spelling words on a test and was assigned extra homework.

6.3 PROMOTING DESIRED BEHAVIOR — 25 minutes

We have now explored a number of alternatives in dealing with problem behavior and have seen one method acted out in our role playing. Now let me describe for you the system of discipline which we will be using in AgeLink. I say system because we believe that discipline is not punishment for a bad action, but a four-part series of methods which not only discourage inappropriate behaviors but also encourage good behaviors.

DISPLAY THE FOLLOWING POSTER WHICH YOU PREPARED PRIOR TO TRAINING.

AGELINK FOUR-PART DISCIPLINE SYSTEM

1. Develop rules that are appropriate and understandable.
2. Reward appropriate behavior.
3. Ignore irritating behavior.
4. Show children that there are logical consequences for breaking rules (time out).

6.3.1. Develop rules that are appropriate and understandable.

The first step in our system is developing rules that are appropriate and understandable. Your supervisor may supply you with a list of rules for participating children. However, the most effective rules will be those which children help develop themselves. AgeLink program rules will not be like school rules. In after-school programs children need to laugh, run, talk, and be playful.

However, the rules will need to provide for the safety and well-being of children and staff. An example of an AgeLink program rule might be: "Children will walk inside the building," or "Children will share snacks only with permission." Children will be informed of and helped to understand each rule.

6.3.2 Reward appropriate behavior.

The second part of the system involves rewarding appropriate behavior. What are some ways we can reward good behavior? Be sure good behavior is rewarded immediately and be specific. Say "John, I like the way you are cleaning up the games," instead of "John, you're a good boy."

6.3.3 Ignore irritating behavior.

The third part of our system is one of the hardest. It involves **ignoring** irritating behavior. You may have heard the old adage which says, "If I can't get a kiss, I'll take a kick." What this means is that children who need attention will seek negative attention rather than none at all. Scolding and yelling or making a big deal over the action can reinforce a bad behavior instead of making it go away. Can you think of examples of behaviors you should ignore?

6.3.4 Show children that there are logical consequences for breaking rules.

The final part of this system is showing children that there are logical consequences for breaking rules. The only consequences which will be used in the AgeLink program are short periods of "time out" (social isolation) or other techniques which do not require yelling, intimidation, or physical contact. The "time-out" method involves isolating the child from the group in another part of the room for a

specific time period, not to exceed 3 minutes (or until the child has become quiet and/or can function in an acceptable manner). Corporal punishment, sarcasm, and yelling by staff are not acceptable forms of discipline in this program.

After the rules have been explained to the children, they should be told that breaking the rules will result in being removed from the activity and placed in "time-out." The "time-out" place should be an area as far away from activities and other stimulation as possible while still allowing constant supervision. The tone of voice used by the caregiver should be quiet and matter-of-fact, subtracting undue attention for the behavior.

Since time-out loses its effectiveness if used too often, it should follow only serious rule breaking or behavior that is hurtful or disturbing to other children.

Do you have questions about the 4-part system? Can you tell me the 4 parts now?

7. BEING WITH CHILDREN IS HARD WORK. HOW WILL I HANDLE THE ROUGH TIMES?

25 minutes

We've just talked a lot about setting limits with children and handling some challenging, difficult behaviors. Let's switch the focus

When I'm working with school-age children:

1. What will make me mad?
2. What will hurt my feelings?
3. What will scare me?
4. What will make me feel confused?
5. What will make me tired or exhausted?

now to you as caregivers. How can you handle your own feelings when those feelings may be painful or confusing? I would like for you to break into small groups to discuss ways of taking care of yourselves in your work with children.

DISPLAY "WHEN I'M WORKING WITH SCHOOL-AGE CHILDREN."

Take a look at these five questions.

Take about 15 minutes to answer these questions among yourselves. I'm going to ask the person whose birthday is closest to New Year's Day to write down any ideas your group shares for handling these difficult situations.

ALLOW AN APPROPRIATE AMOUNT OF TIME FOR SMALL-GROUP DISCUSSION.

Please come back to the large group now and let's write some of these suggestions on the board (vacations, days off, switching jobs, exercise, sleep, nourishing food, doing what we enjoy, playing, conferring with supervisors about feelings, meditation or prayer, quitting, working with a partner, etc.).

Remember that unless you give good care to yourself you will be unable to work effectively with children. If our own cups are empty we cannot offer nourishment to others.

8. CLOSING

8.1 "Wonderful Circle" **15 minutes**
(*PlayFair*, page 58, Training Materials Checklist, page 58)

THIS GAME WILL GIVE PARTICIPANTS A CHANCE TO EXPRESS THEIR FEELINGS ABOUT THE TRAINING EXPERIENCE.

8.2 Evaluation Forms **5 minutes**

PARTICIPANTS SHOULD FILL OUT TRAINING EVALUATION FORMS AT THIS TIME, PAGE 94.

8.3 Social Event and Certificate Award Ceremony **50 minutes**

END OF DAY 2 / SESSION 2

RESOURCE LIST
For Use In Training

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AgeLink Training Evaluation Form

Yes	No	Not Sure	
___	___	___	1. Do you now have a good understanding of the AgeLink concept?
___	___	___	2. Do you now have a better understanding of the needs of school-age children?
___	___	___	3. Do you now have a better understanding of modern families?
___	___	___	4. Did your active-listening skills increase as a result of training?
___	___	___	5. Do you understand the AgeLink policies of discipline?
___	___	___	6. Do you have a better idea of how you can personally help children?

7. Did the training help you learn how to better care for yourself?

8. What did you find most helpful in training?

9. What was the least helpful?

10. What further training topics would be helpful to you as an AgeLink volunteer?

11. Other comments.

CHAPTER 5

PROGRAM EVALUATION

Why Do Evaluation

We believe every human service program has an obligation to clients, volunteers, staff, and funding sources to carefully evaluate the impact of its program. Evaluation results not only keep us accountable to those we serve, but are frequently essential when seeking additional funding, increasing community support, or simply improving our program.

Where to Start

Evaluation can range from asking the simple question "is everybody happy?" to very complex experimental research designs. In our AgeLink project we chose a more rigorous research process in which we used instruments designed to measure changes in children's self concept, older adults' life satisfaction, and parents' level of stress. (See Appendix D for a complete discussion of our evalution procedures and results.) The process we recommend for most programs, however, is simple but requires a great deal of planning. The most critical steps in evaluation must be taken before your program begins. These occur as you define your goals and set up a system to measure those goals.

Setting Goals and Objectives

Program *goals* are general statements which describe an outcome. An example of an AgeLink goal might be "increased opportunities for meaningful relationships between school-age children and older adults." An *objective* is a statement which tells you when you have met the goal. An objective for the above goal might read "AgeLink volunteers will work with children an average of three hours per week in a ratio of one volunteer per five children." Make sure that the objectives you choose for each goal can be measured and can be achieved in a reasonable amount of time. Three or four objectives for each goal are plenty and should give you a good evaluation of your program.

Choosing Methods of Measurement

We found the four basic sets of measurement criteria for program evaluation described by Edward Suchman to be very useful guidelines in our own evaluation process. (*Evaluative Research.* New York: Russell Sage Foundation, 1967)

Measuring Effort: Numbers of children served, volunteer hours logged, personnel hired and trained, talks given, etc. If we use Suchman's analogy of a bird in flight, this set of measurements would measure how many times the bird flaps his wings.

Measuring Effect: Changes in attitudes, behaviors, reduction in stress, increase in life satisfaction, improvement in grades, etc. This set of measurements tells us how far the bird flew.

Measuring Process: Why and how was the effect achieved: What did you face in the way community resistance, cultural superstitions, shortages in funds, etc. and how were these obstacles overcome? Here we are looking at the anatomy of the bird or the principles of flight.

Measuring Efficiency: Is there a better or faster way to attain these results? Could the same results be achieved for less cost? Could the bird have arrived at its destination more efficiently by flying another route?

Obviously, it is important to know what kinds of measurements in each of these criteria you want to make before you get started. This way you will be able to collect the necessary information at the appropriate time. We also suggest, if you want to measure effect, that you choose instruments which have already been tested to assure they are valid (actually measure what they say they measure) and reliable (that they measure the same thing each time they are given). A local college or university department of sociology, psychology, or social work might be willing to assist you in selecting and finding such instruments.

Collecting and Analyzing Your Evaluation Data

Set up a regular timetable to collect evaluation data each year. If you have a small staff and an active board of directors, an evaluation committee comprised of board members might take on the task of collecting and analyzing your data. Or consider using graduate students, interns, or co-op students to address the tasks of evaluation. Sometimes having an objective viewpoint keeps the process from being influenced by staff and board members' desire to see the program succeed.

What We Learned From Our Own Evaluation

Over the five years of our model project we learned some valuable information from our own evaluation process. By administering the Thomas Self-Concept Values Test to participating children, we learned that teachers play a very important role in children's self-concept. Our results showed that the child's overall concept of him or herself was significantly related to what he perceived his teacher's feelings toward him to be.

By administering the Bohen-Long Job-Family Roles Strain Scale to parents before and after involvemnt in AgeLink, we learned that mothers felt less stress about after-school child-care arrangements after participating in the program.

Additionally, the staff made the following observations about older volunteers:

1. AgeLink volunteers were, from the onset, found to be vibrant, enthusiastic people who scored very well on the overall life-satisfaction scale.

2. The AgeLink staff found, through experience, that the volunteers' level of satisfaction with the after-school program depended largely upon their acceptance by the site director, the staff, and the children.

   Initially, emphasis was placed on the training of elderly volunteers. However, the staff found that training for site directors on how to recruit and involve the older volunteers was just as important. In addition, the AgeLink staff worked with the children on basic social graces such as introducing oneself, establishing eye-to-eye contact, hugging and loving, and other overt ways in which to show appreciation.

   It was imperative, if the volunteers were to feel needed and useful, that the site directors be enthusiastic and energetic about the involvement of older adults in the program.

3. Volunteers seemed to experience a sense of fulfillment in working with the children even when they were just part of a group visiting the program. Many community organizations "adopted" an after-school program for a day. Local public-service groups and churches, for instance, sent representatives once each week to a specific after-school site. The AgeLink staff

heard comments from these volunteers such as "It's like falling in love all over again." Organizations were very responsive to the need for senior-adult participation in after-school care.

4. Volunteers dropped out of the program for three basic reasons: (a) they did not feel useful or that they played an important role in the program; (b) they experienced a deterioration in their own health or that of a sponse; or (c) they moved away.

Conclusion

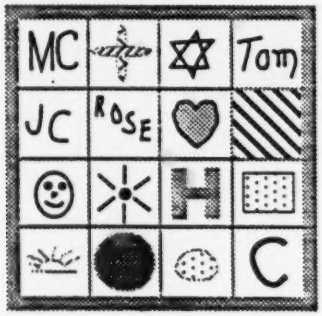
For some people evaluation is a scary process. Others simply find it boring. However, we have found that if project leaders are enthusiastic and committed to the process, evaluation can lead to increased funding and community support. Furthermore, it can lead to a sense of shared vision and increased teamwork among staff and board members.

Projects, Games, and Songs

FRIENDSHIP QUILT BANNER

Materials Needed:

- fabric squares
- fabric scraps
- thread
- needles
- cotton batting
- scissors
- pins
- a wooden dowel



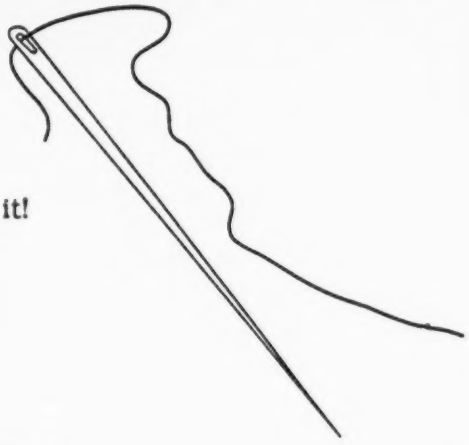
This project is designed using basic quilting techniques which many of you know or can find in books.

Have the children draw their initials or names on a piece of fabric scrap, cut them out, then sew them on the contrasting fabric squares of their choice. The idea is to alternate name squares with plain or simple quilted patterned squares which the children could design themselves. They will like seeing their names or initials displayed as well as their designs.

Each child would work individually with help on his or her own square. If they wanted to, they would quilt it together or it could be done by someone else.

This banner should not be wider than four feet but may be any length. The exact design and dimensions are open to your and the children's creativity.

It could be displayed at the after-school center and would certainly be an object of special attention!



P.S. Don't forget to put your own name on it!

MUFFIN MAN

Oh, do you know the muffin man
The muffin man, the muffin man;
Oh, do you know the muffin man
That lives in Drury Lane?

Oh, yes, I know the muffin man,
The muffin man, the muffin man;
Oh yes, I know the muffin man,
That lives in Drury Lane.

Now two of us know the muffin man,
The muffin man, the muffin man;
Now two of us know the muffin man,
That lives in Drury Lane.

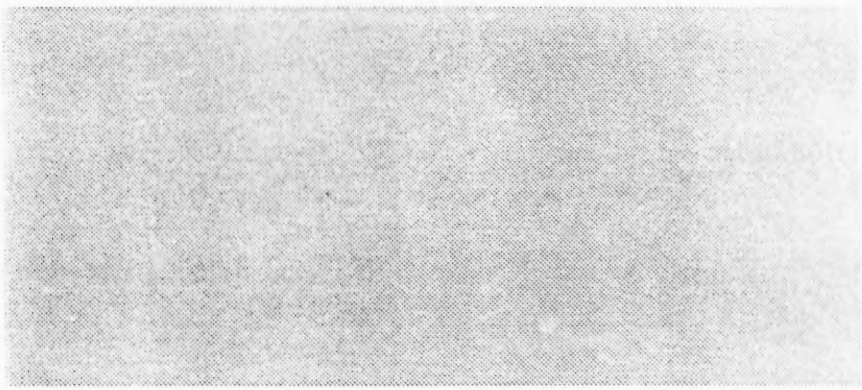
Formation as in diagram

Verse 1. One child within the circle stands in front of one of the children in the circle, with hands on hips, extending first one heel, then the other.

Verse 2. Opposite child answers with same movements.

Verse 3. Circle claps while the two, in center with hands joined, skip, walk, trot, or run around inside of the circle. Dance is continued until all have participated. After couple have circled the center they return to the circle. Finish the last verse. "Then all of us know the muffin man."

Variation: If class is large, use more children in the center

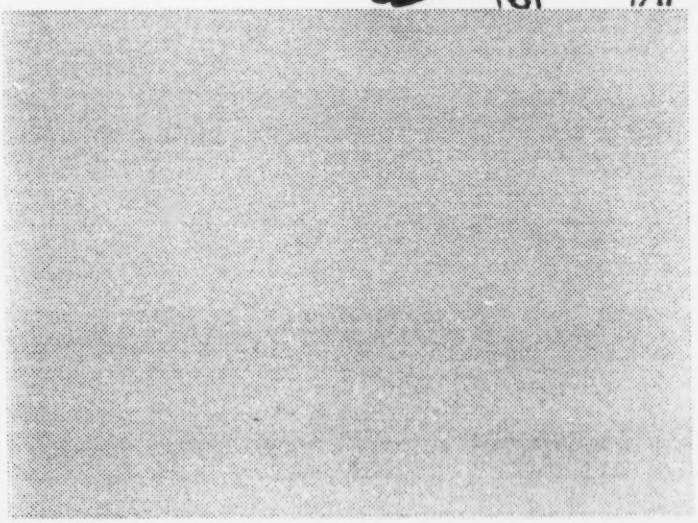


DID YOU EVER SEE A LASSIE (LADDIE)?

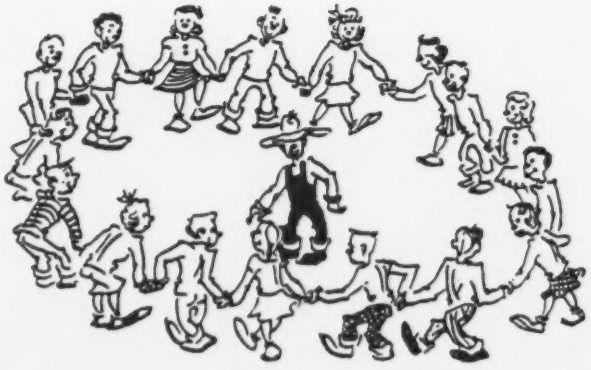
Formation for the beginning of dance: the actor is in the middle. Players circle to left while singing the first 2 lines. On third line, "do this way or that," the actor in the middle of the circle will make some imitations or simple movements which the children in the circle imitate: Reclining on the floor on toes and hands. Jumping up in air, making a yell or a war whoop. Strutting.

Did you ever see a lassie,
A lassie, a lassie,
Did you ever see a lassie,
Do this way or that?
Do this way and that way,
This way and that way,
Did you ever see a lassie,
Do this way and that?

* "Laddie" to be substituted when a boy is the leader in the middle of the circle.



FARMER IN THE DELL



The farmer in the dell,
The farmer in the dell,
Hi-ho the cherry-o,
The farmer in the dell.

The farmer takes a wife,
The wife takes a child,
The child takes a nurse,
The nurse takes a cat,
The cat takes a rat,
The rat takes a cheese,
The cheese stands alone.

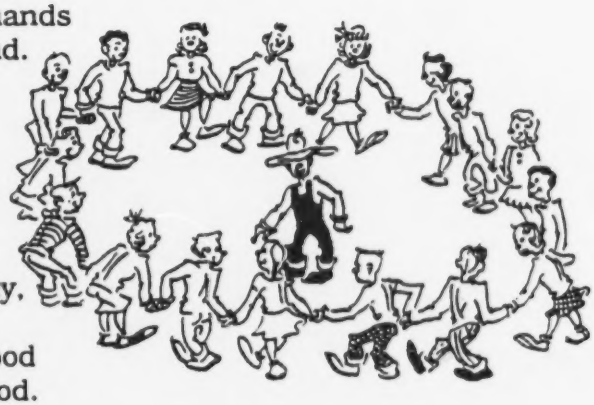
Formation as in diagram. After the first verse is sung, the farmer goes to the circle and chooses a wife. After the next verse, the wife chooses the child. This continues until the cheese is chosen. As the first verse is repeated, all the children except the cheese join the outer circle. The cheese will be the farmer for the next game.

Variations: When the above game has been mastered, different procedures may be followed for choosing the next farmer to start a new game. The cat can choose the rat, all the center group may chase the rat, or the first one of the group breaking through the circle shall be the next farmer.

OATS, PEAS, BEANS

Oats, peas, beans, and barley grow,
Oats, peas, beans, and barley grow,
Can you or I or anyone know
How oats, peas, beans, and barley grow?

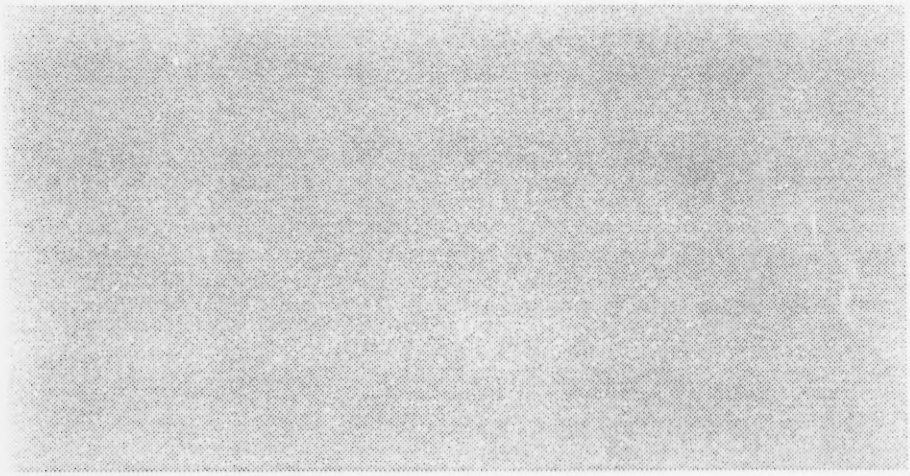
Thus the farmer sows his seed,
Thus he stands and takes his ease,
He stamps his foot and claps his hands
As he turns around to view his land.



Waiting for a partner,
Waiting for a partner,
Open the ring and choose one in
While we all gaily dance and sing.

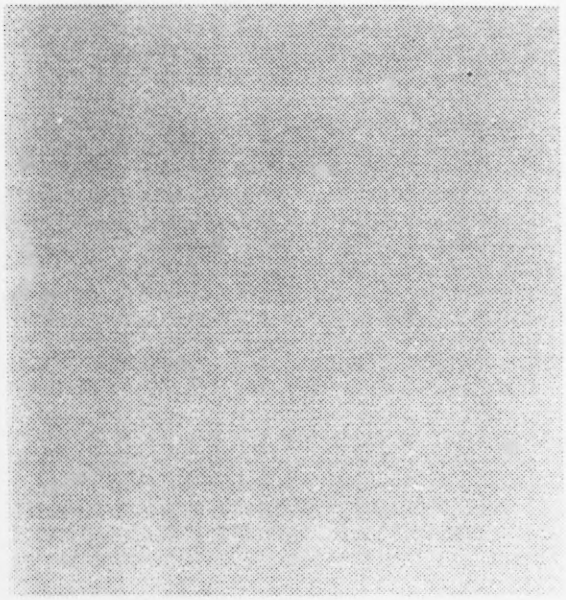
Now you're married, you must obey,
You must be true to all you say,
You must be kind, you must be good
And keep your wife in kindling wood.

Verse 1. Circle walks around farmer who stands in center.
Verse 2. The words direct actions.
Verse 3. Farmer chooses partner. Rest of circle walks around as in first verse.
Verse 4. All skip.



LOOBY LOO

Here we dance Looby Loo,
Here we dance Looby Light,
Here we dance Looby Loo,
All on a Saturday night.



Verses:

Put your right hand in,
Put your right hand out,
Give you right hand a shake,
shake, shake,
And turn yourself about.

Put your left hand in, etc.

Put your right foot in, etc.

Put your left foot in, etc.

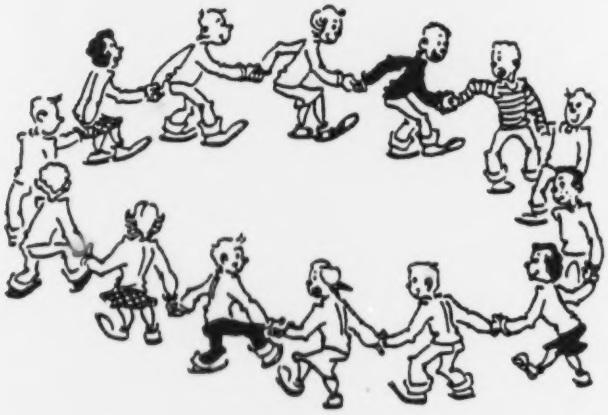
Put your head way in, etc.

Put your whole self in, etc.

Formation as in diagram.

Diagram 1. Walking, skipping, running, or trotting steps to the left.

Children circle while singing the chorus. The action suggested by the words of the song is given in pantomime as in verses 1 through 6.



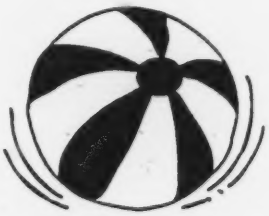
GAMES FOR SCHOOL-AGE CHILDREN

ANIMAL BLIND MAN'S BUFF

Playfield: Playground or gymnasium
Equipment: None
Number of Players: 10-30
Formation: See diagram

Rules of the Game: A blindfolded player stands in center of circle with a stick in his hand. The children in the circle dance to the left around the blindfolded player. When he taps his stick on the floor, the children must stop dancing and face the blindfolded player. The blindfolded player then points his stick at some player, who must take the opposite end of the stick in his hand. The blindman then commands him to make a noise like some animal or fowl. The blindman tries to guess the name of the player. If the blindman guesses the name of the player, they change places. If not, the game continues with the same player blindfolded.

VARIATION: Have the player sing, "Blindman, blindman, you cannot guess who I am." The player should try to disguise his voice.



BALL IN THE BASKET

Playfield: Playground, gymnasium, classroom
Equipment: Beanbag or 8-inch play ball, wastepaper basket
Number of Players: 6-30
Formation: See diagram

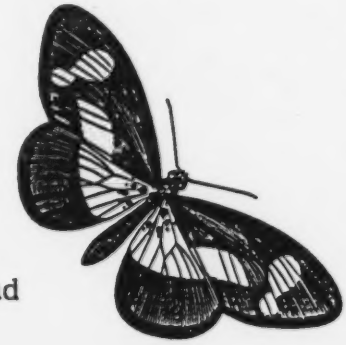
Rules of the Game: Adjust circle to your age group. Divide group into 2 equal sides. Leader from each team is to throw ball back to the next player. One child is score keeper. Scoring is achieved when beanbag or ball is lodged in wastepaper basket. When each child has had a turn, the team having the most points is the winner.

VARIATION: Girls play against boys. Form a circle of girls. Take one step toward the middle. Throw the ball from that position.

BASTE THE BEAR

Playfield: Playground, gymnasium, classroom
Equipment: Piece of rope 3 feet long, stool
Number of Players: Any number

Rules of the Game: One player is the bear, and sits on a stool in the center of the circle. The bear chooses his keeper. The bear and the keeper have a rope 3 feet in length, which each holds by one end. The rest of the children stand around the outside of the circle. The object of the game is to baste or tag the bear, without being tagged by the bear or the keeper. The player may try to tag the bear only when the keeper calls, "My bear is free." The keeper tries to keep the bear from being tagged by dodging around him on all sides. Should the keeper or bear tag any player, the tagged player becomes the bear, and the bear becomes the keeper, and the former keeper returns to the ring.



BUTTERFLIES

Playfield: Classroom gymnasium, playground
Equipment: None
Number of Players: 10-40

Rules of the Game: One child is the butterfly catcher and stands in front of the others. Another child is selected to be the first butterfly, and he runs around the room waving his arms slowly up and down. During his run, he taps others on the head, and they rise and fly around the room in a line behind the first. When there are 6 or 7 butterflies, and the butterfly catcher taps on the wall, the butterflies must fly home before they are caught. The first person caught is "It" for the next game.

CALL BALL

Playfield: Playground or gymnasium
Equipment: Ball suited to age level
Number of Players: 6-8 players in a circle

Rules of the Game: One person stands inside the circle and tosses the ball into the air, at the same time calling out the name or number of one of the players. The person called must catch the ball before it touches the floor. If he succeeds, he becomes the leader and goes to the center. If he fails, the original center throws again.

DROP THE HANDKERCHIEF

Playfield: Small field or gym
Equipment: Handkerchief
Number of Players: Any number

Rules of the Game: One child is chosen to be "It." He runs about the circle and drops the handkerchief behind a player in the circle. That player picks the handkerchief up and chases "It," not more than twice around the circle. If he successfully tags "It," the same player is "It" again; but if "It" succeeds in stepping into the vacancy in the circle, the "Chaser" becomes "It."

FLOWERS AND THE WIND

Playfield: Room enough for 2 base lines about 60 feet apart
Equipment: None
Number of Players: Any number, divided into 2 groups

Rules of the Game: One group is the wind and the other is any kind of flower they wish to choose. The groups stand on opposite goal lines. About 3 feet in front of each goal is a dare line. The flowers walk to the opposite dare line. The players toward whom they are advancing try to guess what flower they are. When the right flower is named, the flowers quickly turn and run home, the wind chasing them. All players caught must join the wind group. The remaining flowers repeat their play, taking a different name each time. The game continues until all players are caught. Each group may alternate in being flowers.

ERASER TAG

Playfield: Classroom, gymnasium, playground
Equipment: 2 erasers
Number of Players: 5-30

Rules of the Game: Two children are given erasers which they put on their heads. One is chased by the other. The chaser tries to catch the runner, at the same time keeping his eraser on his head. After the eraser falls off either player's head, another player takes his place. When a runner is caught, a new player becomes chaser.

STILL POND

Playfield: Playground, gymnasium
Equipment: Blindfold
Number of Players: 5-30

Rules of the Game: One player is blindfolded; the others scatter around the play area. The blindfolded player is spun around 3 times to confuse his sense of direction. The blindfolded player calls out "Still Pond!" Each player must stop and remain in his place. Each is allowed one step in any direction from his original position. The blindfolded player begins to grope to find a player. When he touches a player, he must guess his name by touching his hair, face, clothes, etc. If he guesses correctly, the players exchange places. If he does not guess correctly, he must continue his search. The players may stoop, dodge, or take one step to avoid the hand of the blindfolded player, but after they have taken their step must remain in that place. The one step can be taken any time he wishes to take it. If a player is caught by the blindfolded player, but he does not guess the name, the player is allowed to take 5 steps in any direction from his original spot.

APPENDIX

Household Items to Save and Use in Play

HOUSEHOLD ITEMS TO SAVE AND USE IN PLAY

From Kitchen, Laundry, and Mending Equipment

Elastic—dangle toys, headdresses, doll clothes, wrist bells

Plastic salt shakers—rattles

Plastic napkin rings—dangle toys, teething rings

Pea beans—rattles, bean bags

Plastic measuring spoons—toys for handling, sand play, domestic play

Plastic tumblers—nesting toys, sand play, domestic play

Plastic bowls—nesting toys, water play, sand play, domestic play

Plastic cups—nesting toys, water play, domestic play, sand play

Foam rubber sponges—bath toys, water play, stuffing soft animals

Plastic sponges—bath toys, water play

Pieces of cotton cloth—doll clothes, doll covers, baby books, dressing up

Small wooden bowls—nesting toys, tom-toms, sand play

Small metal pie tins—nesting toys, doll dishes, doll dishpan, sand play

Small metal ring molds—nesting toys doll dishes, sand play

Wooden spoons—banging toys

Milk cartons—rattles, storage, trains, blocks; tops slitted to drop in small objects

Milk-bottle tops—paper doll faces, game counters, to drop through slits

Round refrigerator boxes of plastic, with covers—baby toys, storing small objects

Jars with screw tops—storage for small items

Round plastic cheese boxes—manipulation play, storage

Cereal cartons—tops slitted to drop in small objects; table blocks; drums

Pieces of silk, velvet, bright colors—touching, sorting, play clothes

Clothespins—manipulation play, small dolls

Wrapping paper—drawing, painting, hats, masks

Salt and flour—nonsticky dough

Cooking pans—water play, sand play

Flour sifters—sand play

Funnels—water and sand play

Muffin tins—sand play

Sieves—water and sand play

Spoons, metal—water and sand play, dipping out finger paints

Tea strainers—sand and water play

Small dessert molds—mud and sand play

Dish mops—domestic play

Metal washtub—water play, sailing boats

Soap flakes, soap powder—water play, soap bubbles

Flour paste—stiff dough, papier-mâché

Paper bags—hats, masks, puppets

Cookie-cutters—sand play, clay play, dough play

Large darning needles—sewing, stringing beads, weaving

Chairs—train play

Buttons—sewing, stringing, pasting, making "jewelry"

Dishpan—water play, domestic play

Eggbeaters—water play, domestic play

Food coloring—water play, dough for play, finger paint, dyeing spaghetti "beads"

Food mixes for cakes, puddings—domestic play

Large spaghetti—stringing, necklaces, bracelets, sewing on cards

Large wooden bowls—tom-toms

Paper plates—pictures, merry-go-rounds, doll hats, tambourines

Corks—making animals, birds, pipe-cleaner dolls; stands for paper dolls; tiny boats to float; party favors

Squat pint jars—hold finger paints, poster paints, nails and screws, "collections"

Starch—homemade finger paint, "chemistry" experiments, modeling materials

Clothesline—jump rope, domestic play, horse reins

Colored straws—stringing, Christmas ornaments, pasting in designs

Lima beans—growing experiments

Paper picnic spoons—doll heads

Scraps of cloth for sewing—doll clothes, bean bags

Paper candy cups—doll parasols, parts of party favors, doll hats

Potatoes—finger puppets, making prints

Sweet potatoes—growing experiments

Tape measures—playing house,

making doll clothes, constructions

Nuts, any kind, unshelled—heads of small dolls, animals, birds

Paper doilies—holiday cards, doll skirts, fancy headdresses, coloring designs, fans

String, wool, carpet yarn—string games, knitting, spool knitting, weaving, doll and puppet hair

Toothpicks—birds, animals, small dolls, parasols, party favors, masts on tiny sailboats

Walnut shell halves—tiny cradles, Christmas ornaments, "magic" games, tiny sailboats, fantasy animals

Small paring knife—soap carving, clay work, whittling, mumblety-peg

Soap bars—soap carving, "boats" to float

From Bedroom, Clothes Closets, and Linen Chest

Plastic bracelets—dangle toys, toys for handling, mouthing, dressing up

Cotton socks and stockings—balls, dolls, strips for braiding and weaving, doll clothes

Shoelaces—stringing beads, practicing lacing shoes

Pieces of fur—animals, doll rugs, doll hats, muffs

Old gloves—puppet heads, dress-up, balls, doll clothes

Cold cream—messy play

Costume jewelry—dressing up, doll jewelry, Christmas ornaments

Men's clothing: shoes, gloves, shirts, jackets, pants, caps, work aprons, work jackets, uniform parts, mufflers—making large dolls, dress-up games

Women's clothing: shoes, gloves, dresses, skirts, blouses, capes, coats, artificial flowers, aprons, handkerchiefs, scarves—dress-up games, playing house, giving "concerts" and "plays," making large dolls

Felt hats, men's and women's—dress up, doll clothes, felt flowers, felt belts, millinery play

Feathers—Indian headdress, playing milliner, making party favors, doll clothes, doll hats, funny animals

Leather handbags—doll shoes, doll bags, doll hats, costume flowers, belts, dress-up

Nylon stockings—wigs, doll hair, puppet bodies, weaving, braiding

Tablecloths, sheets, bed covers—

Houses, caves, capes, skirts, ghost costumes

Bead necklaces—dress-up, Indian headdresses

Rouge and lipstick—playing grownup, circus, doctor

Mirrors from handbags—doll house mirror, miniature scenes

Nail polish—playing manicure, playing grownup, making Christmas cards

Hairpins—lace making

From the Writing Desk

Paper clips—necklaces, bracelets, manipulation toys

Paper fasteners—paper dolls, scrapbooks

Tissue paper—to tear, to twist and braid, to make puppet hair, to stuff paper-bag faces

Poker chips—manipulation, with slitted boxes

Scotch tape—hats, pictures, scrapbooks, paper constructions

Playing cards—toss games, "building," card house, card games

Paper, medium weight—airplanes, parachutes, darts, drinking cups, baskets, woven mats, hats, boats, coloring, paper dolls, tearing

Glue, paste—modeling material, pasting

Pipe cleaners—fantastic animals, dolls, party favors, "pictures," mobiles

Ink—ink-blot pictures

Items from Out-of-Doors

Small stones—playing Duck on the Rock, collections, collages

Berries (such as cranberries, bittersweet, etc.)—Christmas decorations, beads, doll ornaments

Sea shells—fantastic animals, birds, place-card holder, jewelry, ash trays

Pine cones—fantasy animals, Christmas ornaments, artificial flowers

Acorns—string, make animals, birds, tiny dolls, doll's beret, play pipe

From Cellar, Workshop, Medicine Chest, and General Discard

Boxes from gifts—storage, doll beds, doll houses, creating tiny scenes

Strips of patterned oilcloth—crib or wall decorations

Small Christmas bells—dangle toys, rhythm instruments, bracelets, necklaces

Wooden spools—dangle toys, pull toys, parts of doll furniture, necklaces, stringing, spool knitting

Worn towels—cuddly toys, doll towels, doll bathrobes

Pieces of oilcloth with simple designs—baby books

Round wooden boxes with covers—baby toys, storage

Cardboard grocery cartons—doll houses, blocks, seats, for climbing

Large pieces of plastic material, old plastic pads, tablecloths—Protection for floors, tables, during messy play

Christmas cards—cutting, pasting, scrapbooks, small puzzles, illustrating stories

Old magazines—cutting, pasting, scrapbooks, beads

Cotton batting—dolls, puppets, doll pillows, mattresses, Christmas decorations

Film spools and reels—wheels for small trains, keep string and yarn tidy, making pulleys

Rectangular wooden cheese boxes—trains, blocks, storage

Planks—seesaws, jouncing board, slide, rocking board

Wallpaper samples—cutting and pasting, making beads, papering doll house

Wooden packing cases—outdoor play

Orange crates—shelves, small-size furniture

Small brushes—water play, domestic play

Sandpaper—sensory play, collages, construction

Watering can—sand play, water play

Crates, large—outdoor play, huts

Magnet—play with nails and pins, experiments

Cardboard rolls from paper or towels—telescopes, talking tubes, smokestacks

Barrel hoops—outdoor play

Hose—water play

Kegs, barrels—outdoor play

Old mattresses—jumping, tumbling

Package handles—shades for doll houses, free-form constructions

Ping-pong balls—dolls, puppets

Small garden tools—sand play, digging

Typewriter ribbon spools—wheels, pulleys, tops

Wooden dowels, —constructing wagons with spool wheels, merry-go-round with paper plates, small totem poles, drumsticks, rhythm sticks

Wood, short pieces of 2 X 4, thin blocks—doll-house furniture, cabins in village scenes, small constructions, castanets

Cardboard from shirts and pads—drawing, painting, pasting, constructions, jigsaw puzzles, clock face

Composition board—bulletin board, dart board, nailing, constructions

Glycerin—soap bubbles

Small tools—dramatic play, construction

Bolts and nuts—manipulation toys

Bottle tops—game counters, doll dishes, bases for fantasy dolls and animals

Matchsticks—making toys, doll furniture, miniature trees

Toilet-paper tube—body of a doll or animal, "looking" tube, barn silo, part of steam roller

Cigar boxes—doll beds, wagons, hobby collections, doll furniture, musical instruments, weaving frame

Match boxes—doll's suitcases, hobby storage (stamp, coins, etc.)

Shoe boxes—doll beds, doll houses, string and yarn holder, storage for small objects, shadow boxes

Wire—mobiles, constructions

Heavy rope—with knots, for climbing

Calendars—number games, playing school, clock faces, numbers on playhouses

Berry boxes—doll beds, storage

Corrugated cardboard—building small houses, fences, animals, pencil and brush holder

Sawdust—stuffing doll mattresses, modeling material (mixed with paste)

Tinsel from Christmas trees—doll clothes, special-occasion cards, "pictures," party favors

Old clocks—mechanical experimentation

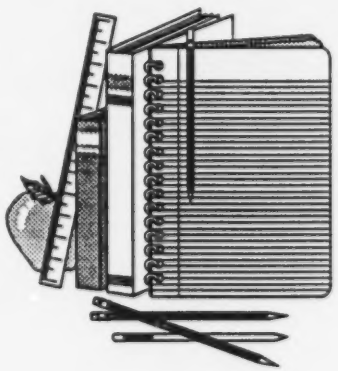
Manila rope—doll hair, animal tails, braiding and knot-tying

Electric wiring—electrical "gadgets," buzzers, light signals

Flashlight batteries—making electrical signal sets

Iodine—chemistry experiments

Litmus paper—chemistry experiments



APPENDIX

Children's Books On Intergenerational Relationships

CHILDREN'S BOOKS

About Intergenerational Relationships

You may want to read these stories to AgeLink children. They illustrate different relationships between children and older people. If you find others, please let me know.

Baker, Jeannie. *Grandmother.* Great Britain: Sackville Press, 1978.

Borack, Barbara. *Grandpa* (illustrated by Ben Shecter). New York: Harper & Row, Publishers, 1967.

Caines, Jeannette, *Window Wishing* (illustrated by Kevin Brooks). New York: Harper & Row, Publishers, 1980.

Fox, Nancy. *Old is Beautiful, Too!* (illustrated by Judy Hoiness). Bend, OR: Geriatric Press, Inc., 1984.

Goldman, Susan. *Grandma Is Somebody Special.* Chicago: Albert Whitman & Company, 1976.

Henriod, Lorraine. *Grandma's Wheelchair* (illustrated by Christa Chevalier). Chicago: Albert Whitman & Company, 1982.

Kirk, Barbara. *Grandpa, Me And Our House in the Tree.* New York: Macmillan Publishing Co., Inc., 1978.

Knotts, Howard. *Great-Grandfather, the Baby, and Me.* New York: Atheneum Publishers, 1978.

Miles, Miska. *Annie and the Old One.* Boston: Little, Brown and Co., 1971.

Lasky, Kathryn. *I Have Four Names for My Grandfather* (illustrated by Christopher G. Knight). Boston: Little, Brown and Company, 1976.

Lasky, Kathryn. *My Island Grandma* (illustrated by Emily McCully). New York: Frederick Warne & Co., Inc., 1979.

LeShan Grandparents: A Special Kind of Love. New York: Macmillan, 1984.

MacLachlan, Patricia. *Through Grandpa's Eyes* (illustrated by Deborah Kogan Ray). New York: Harper & Row, Publishers, Inc., 1980.

Polland, Barbara Kay. *Grandma and Grandpa Are Special People.* Berkley: Celestial Arts, 1982.

Raynor, Dorka. *Grandparents Around the World.* Niles, IL: Albert Whitman & Company, 1977.

Williams, Barbara. *Kevin's Grandma* (illustrated by Kay Chorao). New York: Scholastic Book Services, 1975

Wittman, Sally. *A Special Trade.* New York: Harper & Row, Publishers, 1978.

APPENDIX

AgeLink Program Evaluation

A Statistical Analysis

PROGRAM EVALUATION
A Statistical Analysis

The staff of the Division of Human Resources wanted to assess the impact of the AgeLink program on the participating children, their parents, and older volunteers. The Thomas Self-Concept Values Test for children, the Job-Family Role Strain Scale for parents, and the Salamon-Conte Life Satisfaction in the Elderly Scale for older adults were the instruments used for this evaluation.

Participants were surveyed at the time of their initial involvement in the program and at the conclusion of every school year thereafter. Parents were asked to complete their questionnaires when registering their children into the program. Surveys were mailed to each volunteer with a request that they be returned within five days. A trained evaluator administered all initial and follow-up surveys given to the children. Consent forms were obtained from the parents for all children participating in the study.

It should be noted that it was difficult for our AgeLink staff to administer a true pretest to all children. New children were continually entering the AgeLink program and with thirteen sites covering a nine-county area, it was impractical to require testing before entrance into the program.

Review of the Literature

Our AgeLink staff conducted an extensive review of the literature concerning intergenerational programing and the needs of latchkey children. The goals and objectives of the AgeLink project grew directly from our findings. References for this appendix are found on pages 136 and 137.

Involvement of the Elderly with Latchkey Children

Only one study was found that looked at the benefits of involving the elderly with latchkey children. Bernard S. Schwartz, in 1987, described a project in which older volunteers were used as academic tutors. After four months of tutoring, the project found significant academic improvement on the part of these children. All increased their basic academic skills by at least one year as measured by the Iowa Test of Basic Skills.

Literature Concerning Latchkey Children

Because the after-school programs developed through AgeLink were seen as an alternative to self-care arrangements, we extensively reviewed the literature concerning latchkey children. Virtually all the literature points to these children as being at risk physically, socially, and emotionally.

Huff (1982) found latchkey children more likely to be the victims of sibling physical abuse and sibling sexual abuse. Campbell and Falk (1985) found a greater incidence of injury, rape, drug abuse, and mental anguish among these children. Stroman and Duff (1982) also reported that these children engaged in greater experimentation with drugs, alcohol, and sex.

Long and Long (1982) reported that self-care arrangements for children disrupted social development with peers and retarded the growth of interpersonal skills. Garbarino (1980) described risks associated with adolescents in self care as including lower self esteem, developmental difficulties, acting out behavior, and being treated poorly by others.

Hall (1985) observed problems of loneliness and isolation among latchkey children. McCurdy (1985) noted that these children's isolation appeared to be linked with a higher incidence of suicide. Long (1984) coined the term "latchkey syndrome" to describe this sense of social isolation, lowered sense of self worth, and resentment toward parents.

Evaluation of the AgeLink Project

Overall Program Monitoring

At the end of each school year or upon withdrawing from the AgeLink program, senior adult volunteers were asked to complete the "Volunteer's AgeLink Program Evaluation Form." A copy of this questionnaire is found on page 51.

Site directors were asked to maintain records which included information for following the progress of all AgeLink programs. This provided the AgeLink staff with information such as the number of children and volunteers participating in the program, the number of advisory committee meetings held, the number of training and in-service sessions held, etc.

The "Cooperative Ventures Form" record, found on page 53, was used for listing local collaborative efforts. The AgeLink staff and local administrative staff reviewed this information periodically for evaluative purposes.

The Thomas Self-Concept Values Test

The AgeLink project was interested in the possibile effects the program might have on the self esteem of the children participating. The Thomas Self-Concept Values Test is an individually administered questionnaire designed to assess the self-concepts of young children, ages 3 to 9, using a self-evaluative method. A unique feature of the test is its use of a Polaroid picture of the child to focus the child's attention on himself or herself while taking the test. The examiner asks the child several questions to elicit a self-description, with the photograph as a reminder to the child that he is to describe himself. The self-description items that the child is asked to respond to are: happiness, size, sociability, ability, sharing, male acceptance, fear of things, fear of people, strength, cleanliness, health, attractiveness, orientation toward material possessions, and independence.

The child is asked to respond to the same series of fourteen adjectival items four times: first from the standpoint of his own perceptions of himself/herself, then from the standpoint of his perceptions of others' feelings toward him, namely, his mother's, his teacher's, and his peers'. The scale is easy to score with its +1 and -1 format for each item (Michael, 1972).

The following are the questions concerning self-concept and their weighted values for boys and girls. The highest score possible on each of the fourteen individual traits was +4 (when all four referents [self, mother, teacher, and peers] were positive). The lowest score of -4 occurred when all four were negative.

Michael (1972) cites in her summative analysis in the *Seventh Annual Mental Measurements Yearbook* that the Thomas Self-Concept Values Test is a useful tool in the clinical assessment of the self-concept of a young child. According to Michael, the items and format seem appropriate for the age level studied.

Weighted Scores for Self-Concept Value Scores - Boys

Items	Weighted Scores
1. Happy - Sad	+1, -1
2. Big - Little	+1, -1
3. Like to play with other kids - Not like to play	+1, -1
4. Smart - Not very smart	+1, -1
5. Like other kids to play with his things - Not like other kids to play with his things	+1, -1
6. Like to be with men - Not like to be with men	+1, -1
7. Scared of a lot of things - Not scared	-1, +1
8. Scared of a lot of people - Not scared	-1, +1
9. Strong - Weak	+1, -1
10. Clean - Dirty	+1, -1
11. Well - Sick	+1, -1
12. Goodlooking - Not goodlooking	+1, -1
13. Want a lot of things - Not want a lot of things	-1, +1
14. Like to do what others say - Not like to do what others say	+1, -1

Weighted Scores for Self-Concept Value Scores - Girls

Items	Weighted Scores
1. Happy - Sad	+1, -1
2. Big - Little	-1, +1
3. Like to play with other kids - Not like to play	+1, -1
4. Smart - Not very smart	+1, -1
5. Like other kids to play with her things - Not like other kids to play with her things	+1, -1
6. Like to be with men - Not like to be with men	+1, -1
7. Scared of a lot of things - Not scared	-1, +1
8. Scared of a lot of people - Not scared	-1, +1
9. Strong - Weak	-1, +1
10. Clean - Dirty	+1, -1
11. Well - Sick	+1, -1
12. Pretty - Not Pretty	+1, -1
13. Want a lot of things - Not want a lot of things	-1, +1
14. Like to do what others say - Not like to do what others say	+1, -1

Procedure

Initially, the Piers-Harris instrument (suitable for grades 3-6) was chosen to evaluate self-concept. However, as AgeLink projects developed and participation increased, it became apparent that many, if not the majority, of the children enrolled were unable to read at the level required by this instrument. By necessity, the instrument was changed to the Thomas Self-Concept Values Test which was more suitable for younger children. As a result, the first two years of the AgeLink program are not included in this study. Children participating in AgeLink during the 1987 and 1988 academic years were surveyed upon their enrollment in the program and again at the end of each year.

There were questions on the part of the AgeLink staff concerning the method of scoring for two questions. First, girls were given negative marks, boys positive, for answering that they were "big" (size subscale). The same type of scoring was used when girls answered that they were "strong" (strength subscale).

Results and Conclusions

The dependent-t test was selected to determine if significant differences between means existed between the first test which was given to 247 young participants in 1987, and those who repeated the test in 1988 (N=131). No statistically significant difference was found in either the fourteen individual traits or the four-scale scores of self-concept using the self as subject and his perception of how his mother, teacher, and peers felt toward him (Refer to Tables 1 and 2 below).

Table 1
Test of Differences Between Means

The Thomas Self-Concept Values Test

Total Self-Concept and Four Subscales of Self-Concept	Mean Test 1	Mean Test 2	Mean Difference	t	p
Self	8.168	8.237	-0.069	0.263	0.793
Teacher	8.550	8.389	0.160	0.545	0.586
Peer	8.298	8.107	0.191	0.601	0.549
Mother	8.191	7.969	0.221	0.775	0.440
Total	33.160	32.679	0.481	0.519	0.605

Number of Observations: 131

Table 2
Test of Differences Between Means

The Thomas Self-Concept Values Test

Fourteen Traits	Mean Test 1	Mean Test 2	Mean Difference	t	p
Sociability	3.786	3.832	-0.046	0.517	0.606
Happiness	3.840	3.733	0.107	1.327	0.187
Independence	1.078	0.783	0.295	0.886	0.377
Fear of Things	2.847	2.992	-0.145	0.629	0.531
Fear of People	2.695	3.000	-0.305	1.197	0.233
Ability	3.511	3.542	-0.031	0.236	0.814
Sharing	3.084	3.160	-0.076	0.366	0.715

Table 2 (Continued)

Fourteen Traits	Mean Test 1	Mean Test 2	Mean Difference	t	p
Attractiveness	3.472	3.472	0.000	0.000	1.000
Health	3.626	3.817	-0.191	1.574	0.118
Material Possessions	-0.615	-0.854	0.238	0.737	0.462
Cleanliness	3.099	3.275	-0.176	0.976	0.331
Strength	0.930	0.612	0.318	1.539	0.126
Size	0.731	0.369	0.362	1.516	0.132
Male Acceptance	1.237	1.153	0.084	0.292	0.771

Number of Observations: 131

In summary, what can be said concerning the results of the AgeLink study on the self-concept of latchkey children is that the programs neither hindered nor bolstered self-concept according to the Thomas Self-Concept Values Test.

One interesting relationship did occur during our study. The intercorrelation matrix for the four-scale scores of self-concept on both the 1987 and the 1988 test revealed that, although all of the intercorrelations were significant at the $p < .01$ level, the relationships between the child's perception of his **teacher's** feelings toward him/her and the total self-concept score were markedly high on both tests (Refer to Tables 3 and 4 below).

The intercorrelation between the teacher subscale and the total test score was $r = 0.921$ on the first test and $r = 0.900$ on the second. This intercorrelation makes a strong statement concerning the relationship of the child's perceptions of his teacher's feelings about him to his total self-concept. This suggests that the child's overall concept of himself may be significantly related to what he perceives his teacher's feelings toward him to be.

Table 3

Intercorrelation Matrix for Four Scale Scores of Self-Concept Using the Self as Subject, and the Mother's, Teacher's, and Peers' Perceptions of Self: Test 1

Total Self-Concept and Four Subscales of Self-Concept	Total and Four Scale Scores				
	Total	Self	Mother	Teacher	Peers
Total	1.000				
Self	*0.879	1.000			
Mother	*0.886	*0.760	1.000		
Teacher	*0.921	*0.718	*0.747	1.000	
Peers	*0.899	*0.692	*0.691	*0.836	1.000

Key:Number of Observations: 247 * Statistically significant at the $p < .01$

Table 4

Intercorrelation Matrix for Four Scale Scores of Self-Concept Using the Self as Subject, and the Mother's, Teacher's, and Peers' Perceptions of Self: Test 2

Total Self-Concept and Four Subscales of Self-Concept	Total and Four Scale Scores				
	Total	Self	Mother	Teacher	Peers
Total	1.000				
Self	*0.901	1.000			
Mother	*0.884	*0.734	1.000		
Teacher	*0.900	*0.746	*0.760	1.000	
Peers	*0.882	*0.755	*0.663	*0.710	1.000

Key:Number of Observations: 131 *Statistically significant at the $p < .01$

The Bohen-Long Job-Family Role Strain Scale

One of the goals of the AgeLink program was to reduce the stress of that comes from worrying about a child being left alone after school. We selected an instrument designed to measure this kind of stress. The Bohen-Long Job-Family Role Strain Scale was developed to assess people's feelings as family members and workers when what is expected of them in these two roles overlaps or conflicts. The scale evaluates stress related to values and emotions. Feelings such as self-doubt, worry, guilt, and pressure as well as of contentment, fulfillment, self-respect, and balance are explored as they relate to job and family obligations. The scale enables employed persons to indicate how often they experience the strains of conflicting demands for their time. Additional information concerning the Job-Family Role Strain Scale, authored by Bowen and Viveros-Long, is located in *Balancing Jobs and Family Life*, published in 1981 by Temple University Press, Philadelphia, Pennsylvania.

Each statement on the scale received a numerical value from 1 to 5 depending on the frequency with which a given statement was true in the person's life. Consider, for instance, statement number one: "My job keeps me away from my family too much." The respondent chooses either number one—always, number two—most of the time, number three—some of the time, number four—rarely, or number five—never. Each statement was analyzed separately by the AgeLink staff and, therefore, cumulative scores were not given. The scores reported in Table 5 were obtained in 1986 and 1987.

Procedure

The parents were asked to complete the Bohen-Long Scale when their children first enrolled in the AgeLink program and again at the conclusion of the academic year. Forms were distributed to parents in a packet of registration materials with a request that they be returned during the first week of the child's enrollment. At the end of each year, the questionnaires were again distributed to the parents by the site directors. Because some of the questions on the scale were applicable only to married parents, and because some parents failed to answer one or more of the questions, the number of respondents varies from statement to statement.

Respondents were primarily white mothers between the ages of 31 and 35. The mean education level was some college education for both mothers and fathers when two-parent families existed. The majority of mothers indicated that they were not involved in special care-giving roles such as caring for a severely ill, handicapped, or aged person. These special circumstances can often cause greater stresses than would normally be associated with family care giving. Almost all of the responding mothers were employed outside the home 30 or more hours a week.

The method of analysis used for the Bohen-Long Job-Family Role Strain Scale was the dependent-t test. This test was selected to determine if any significant reduction in stress occurred during the child's participation in the AgeLink program. The statistical results are given in Table 5.

Table 5

Test of Differences Between Means
The Bohen-Long Job-Family Role Strain Scale

Statements	Mean Test 1 Beginning of Year	Mean Test 2 End of Year	Mean Difference	t	p	N
My job keeps me away from my family too much.	3.140	3.000	0.140	1.232	.225	43
I feel I have more to do than I can handle comfortably.	2.822	2.727	0.095	0.813	.421	42
I have a good balance between my job and my family time.	2.629	2.558	0.071	0.534	.596	42
I wish I had more time to do things for the family.	2.317	2.341	-0.024	0.206	.838	42

Table 5 (Continued)

Statements	Mean Test 1 Beginning of Year	Mean Test 2 End of Year	Mean Difference	t	p	N
I feel physically drained when I get home from work.	2.723	2.932	-0.209	1.775	.083	43
I feel emotionally drained when I get home from work.	2.855	3.045	-0.190	1.598	.118	42
I feel I have to rush to get everything done each day.	2.339	2.409	-0.070	0.553	.583	43
My time off from work does not match other family members' schedules well.	3.526	3.386	0.140	0.735	.467	43
I feel I don't have enough time for myself.	2.748	2.818	-0.070	0.534	.596	43
I worry that other people at work think my family interferes with my job.	4.135	4.205	-0.070	0.534	.596	43
I feel more respected than I would if I didn't have a job.	2.888	3.163	-0.275	1.317	.195	40
I worry whether I should work less and spend more time with my children.	3.318	3.318	0.000	0.000	1.000	43
I am a better parent because I am not with my children all day.	2.797	2.750	0.047	0.292	.772	43

Table 5 (Continued)

Statements	Mean Test 1 Beginning of Year	Mean Test 2 End of Year	Mean Difference	t	p	N
I find enough time for the children.	2.432	2.409	0.023	0.206	.838	43
I worry about how my children are while I am working.	3.159	3.159	0.000	0.000	1.000	43
I have as much patience with my children as I would like.	2.934	2.841	0.093	0.850	.400	43
I am comfortable with the arrangements for my children while I am working.	1.841	1.818	0.023	0.172	.854	43
Making arrangements for my children while I work involves a lot of effort.	3.038	3.364	-0.326	2.258	.007	43
I worry that other people feel I should spend more time with my children.	4.081	4.500	-0.419	4.140	.000	43
In general, how satisfied are you with yourself as a:						
Parent	1.977	1.953	0.024	0.227	.822	42
Spouse	2.131	2.097	0.034	0.239	.813	29
Worker	1.697	1.721	-0.024	0.240	.812	41
Person	2.003	1.953	0.050	0.530	.598	40

Key: Responses for the final four questions ranged from 1—very satisfied to 5—very dissatisfied. * significant at the $p < .01$ level

Two statistically significant differences were found. At the time of enrollment, the scale indicates most mothers felt that making arrangements for their children while working involved a lot of effort. Mothers at the end of the first year of their children's enrollment in AgeLink felt that making arrangements for their children while working required less effort. Inherent in this result, of course, is the theory that mothers would then feel less stress during working hours, expending less effort making after-school child-care arrangements.

The second difference was found in the way mothers felt about others' opinions. At the onset of the program mothers occasionally worried that other people felt they should spend more time with their children. At the conclusion of the first year, however, the mothers appeared to be less concerned about the opinions of others concerning the time spent with the children.

The Salamon-Conte Life Satisfaction in the Edlerly Scale

Over the years, a number of scales have been created to assess levels of older adult "well being." A great deal of attention has been given to the measurement of subjective well-being states as a means of assessing older adults' reactions to their ecological, emotional, and social environments (Salamon & Conte, 1984).

In constructing the Salamon-Conte Life Satisfaction in the Elderly Scale (LSES), the authors included variables such as perceived financial security, perceived physical health, and social contacts. The AgeLink staff was particularly interested in the LSES because of its use of social participation as an important factor in the prediction of life satisfaction (Salamon & Conte, 1984). The staff believed that the older adults' interaction with young children might lead to an increase in life satisfaction.

The LSES is made up of a series of questions to which the participant is asked to respond. Five possible responses are presented. These follow along a continuum from one extreme to the other. For example, the participant may choose from never, almost never, sometimes, often, and always. Another example: unhealthy, somewhat healthy, average, healthy, and very healthy. Each question is then assigned a score ranging from one to five depending on the participant's response.

The LSES has eight subscales: taking pleasure in daily activities, regarding life as meaningful, goodness of fit between desired and achieved goals, positive mood, positive self-concept, perceived health, perceived financial security, and social contacts. The total LSES score is computed by adding together the subscale scores.

Procedure

The Salamon-Conte Life Satisfaction in the Elderly Scale was administered during the first training session or at some other time prior to the volunteer's first experience with the children in after-school programs. Subsequent administrations took place at the conclusion of each year of involvement with AgeLink.

Results and Conclusions

At no time did the AgeLink staff obtain a sufficient number of repeat surveys to conduct a viable statistical analysis of the data. It must be re-emphasized at this point that completion of the survey was voluntary and that involvement in AgeLink was not contingent upon volunteers' participation in the research program. However, enough information was obtained to make reasonable summative statements regarding how participation in AgeLink affected various aspects of life satisfaction for those involved.

A dramatic increase was seen in three areas of the life-satisfaction scale. Mean scores showed a marked rise in the areas of satisfaction with daily activities, personal goals, and self-confidence. A decrease in satisfaction with finances was observed. Means of other areas included in the scale—meaning, mood, health, and social contacts—showed little fluctuation.

Additionally, the staff made the following observations:

1. AgeLink volunteers were, from the onset, found to be vibrant, enthusiastic people who scored very well on the over all life-satisfaction scale.

2. The AgeLink staff found, through experience, that the volunteers' level of satisfaction with the after-school program depended largely upon their acceptance by the site director, the staff, and the children.

Initially, emphasis was placed on the training of elderly volunteers. However, the staff found that training for site directors on how to recruit and involve the older volunteers was just as important. In addition, the AgeLink staff worked diligently with the children on basic social graces such as introducing oneself, establishing eye-to-eye contact, hugging and loving, and other overt ways in which to show appreciation.

It was imperative, if the volunteers were to feel needed and useful, that the site directors be enthusiastic and energetic about the involvement of older adults in the program.

3. Volunteers seemed to experience a sense of fulfillment in working with the children even when they were just part of a group visiting the program. Many community organizations "adopted" an after-school program for a day. Local public-service groups and churches, for instance, sent representatives once each week to a specific after-school site. The AgeLink staff heard comments such as, "It's like falling in love all over again," from these volunteers. Organizations were very responsive to the need for senior-adult participation in after-school care.

4. Volunteers dropped out of the program for three basic reasons: (a) they did not feel useful or that they played an important role in the program; (b) they experienced a deterioration in their own health or that of a spouse; or (c) they moved away.

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APPENDIX E

AgeLink II
Young Adolescents

AGELINK II: YOUNG ADOLESCENTS

Introduction

In April of 1988, the Center for Improving Mountain Living (CIML) received funding from the Charles Stewart Mott Foundation to initiate an intergenerational after-school program for young adolescents of both sexes, ages 11 - 14 (grades 6, 7, and 8). The program, called The AgeLink After-School Program for Adolescents (AgeLink II), focused on helping local communities start programs which: (a) build intergenerational relationships, (b) provide stimulating activities to enhance adolescents' self-esteem, and (c) improve their health through education about the perils of risk-taking behaviors.

Selection of Local Sites

Three sites were chosen from among applicants to receive a $5,000 seed grant and three years of technical assistance from CIML. Two of the three selected sites had previous experience with intergenerational programs through their participation in AgeLink I which involved elementary school children.

Training of Local Program Staff

Training was provided by CIML staff for each program site. Staff and volunteers from all program sites were invited to participate in these training sessions regardless of their location. This was useful in that it allowed new staff and volunteers the opportunity to receive training.

The training covered recruitment and retention of older volunteers, intergenerational programming, and many of the topics covered in the AgeLink I portion of this manual.

In addition, training included material contained in the manual, "*3:00 to 6:00 p.m.: Planning Programs for Young Adolescents*" by Gayle Dorman. The manual by Dorman was developed by the Center for Early Adolescence located at the University of North Carolina at Chapel Hill. The focus of the Dorman manual is on (a) understanding the developmental needs of young adolescents, and (b) planning quality programs to meet those needs. It contains the following eight modules:

Module 1. Introduction
Module 2. What Youth Workers Need to Know about Early Adolescence
Module 3. How Programs Can be Responsive to Young Adolescents' Developmental Needs
Module 4. Assessing Programs' Responsiveness to the Developmental Needs of Young Adolescents
Module 5. Setting Organizational Goals
Module 6. Motivating Young Adolescents
Module 7. Working with Young Adolescents in Groups
Module 8. Disturbing and Disturbed Behavior

A member of CIML's AgeLink staff regularly visited each site and was available to assist any program upon request.

Program

Early adolescence is typically an age when children begin to engage in risk-taking behaviors. Campbell and Falke (1985) found behaviors such as drug experimentation and abuse, smoking, alcohol use, inappropriate sexual behavior, and emotional stress to be more prevalent among latchkey adolescents than among non-latchkey adolescents. Long (1984) coined the term "latchkey syndrome" to describe the heightened sense of social isolation, the lowered sense of self-worth, and the resentment toward parents found among latchkey adolescents.

Our program sought to educate the early adolescent to the perils of certain risk-taking behaviors. We utilized an interactive-computer program for health education called BARN (Body Awareness Resource Network). Developed at the University of Wisconsin at Madison, BARN offers adolescents an enjoyable and confidential way to learn the facts and risks associated with the use of alcohol and other drugs, human sexuality, AIDS, smoking, and body management, including stress.

The BARN program is especially well suited for the middle-school adolescent. It not only imparts useful knowledge, but does so in a manner that holds the attention of this age group. The youth frequently requested to use the BARN program. Participants especially appreciated the fact that BARN presentations were confidential and non-judgmental.

It was our belief that using older adults would add a generational quality that could greatly enhance the program. Older adults have been a valuable resource for child care in America as well as in other cultures. They possess an enormous variety of social skills that can benefit the young adolescent. Older adults have been etxremely effective in working with children and often have the time to devote to community activities.

We were interested in the attitude of young adolescents toward older adults. We used the Children's Attitudes Toward the Elderly scale developed by Jantz, Seedfelt, and Serlock to assess participant attitudes. The results indicate that many young adolescents enter the program with very positive attitudes toward older adults. Their attitudes generally appear to be the result of a warm relationship between the youth and a grandparent or great aunt and/or uncle. This interaction is often confined to just one or two older relatives, and these attributes are then stereotypically carried over to "all" older adults.

When participants were asked about their attitude toward the AgeLink II program, they indicated enthusiastic support. The program provided them with new learning experiences and skills that they found to be fun and satisfying. Parents also stated they were pleased with the program and encouraged their child's participation in it. They appreciated the caring leadership of the staff and the opportunities offered their child through the program.

Description of the Three Model Programs

Three sites were selected for participation in the AgeLink II program. The first was the Cherokee After-School Challenge Program located in Cherokee, North Carolina. The second site was located at Reed Memorial Baptist Church in Asheville, North Carolina. The third site was the Hendersonville YMCA of Hendersonville, North Carolina. All three programs served both young males and females. Males generally out numbered females by two to one.

1. Cherokee After-School Challenge Program - Located on the Cherokee Indian Reservation, this program is part of the Cherokee Center for Family Services. The young people who are participating come from homes in the Cherokee community. The focus of this program is on involving youth in outdoor challenges designed to promote teamwork and build self-esteem. In addition, the program involves youth in service projects for residents of a senior-adult housing complex and brings in older crafts people to share traditional Cherokee arts and skills with the youth. There is a strong concern among the

tribe that Cherokee traditions and skills are not being passed on to the younger generations. Therefore, this program is seen as an opportunity to bridge this generational gap and preserve traditional culture.

2. Reed Memorial Baptist Church - This program site is designed to attract young latchkey adolescents in a working-class neighborhood. Approximately twelve youths from the local middle school attend. The students participate in a number of evening and weekend activities in addition to the regular after-school program.

Because of the difficulty of recruiting permanent older volunteers, the program site has emphasized outreach for the youth. Participants have developed a relationship with older adults at a nearby long-term care facility, a process which began when the youth presented a skit for the residents. They also are involved in community projects involving older adults who need assistance with special chores around the house.

These youth use the BARN health-education program, described previously, along with discussion groups which augment youth-computer interaction.

3. The Hendersonville YMCA Site - The Hendersonville YMCA program focuses on programming for at-risk adolescents. The program is designed to mesh with a twice weekly after-school tutorial program being offered by a local junior high school and with adolescents from a second junior high school located in the southern part of the County. Many participating youngsters come to the program through referrals. The referral process includes, for example, parents, school personnel, counselors, juvenile court officials. The director has extensive experience with programming for at-risk youth and frequently uses rock climbing and other outdoor activities in the program.

. The YMCA has many older members participating in its other programs and uses some of these as active volunteers in the adolescent program. To give the adolescents a broader experience with the elderly, during the first half of the school year these older volunteers were integrated into the ongoing program on site. During the second half of the school year, the director had the youth participate in projects helping older people of the community.

Lessons Learned

Several important difficulties have been identified over the first two years of the AgeLink II project.

1. Parental Attitudes - Parents of participating youth seem genuinely interested in having their children participate in the program and appear to be satisfied with the program itself. However, many parents also express the belief that their children are old enough to stay at home by themselves; therefore, when a fee is charged, most parents withdraw their children from the program. Thus, it has not been possible for these programs to become self-supporting financially by using participant fees. All sites have had to secure funding from outside sources.

2. Need for Daily Programs - All site staff believe that the AgeLink programs must operate every weekday afternoon in order to provide continuity for the youth and to really assist working parents. All three of our sites, however, are now operating only two days a week. Getting the necessary financial support to underwrite a five-day-a-week program has been the major difficulty. Each program site plans to operate five days a week if and when financing is secured.

3. Recruiting Older Volunteers - Recruitment of older volunteers to work with younger adolescents has been a problem. Many volunteers feel comfortable working with young children and some with high-school-aged teens, but most express concern about working with the middle-school adolescents who have a reputation for difficult and disruptive behavior. Training which acknowledges the uniqueness of early adolescence and the safety net of a volunteer coordinator have assisted potential volunteers to overcome many of these difficulties.

4. Transportation - Transportation of the youth to and from the program sites has presented many difficulties. Because the programs are located in rural, mostly mountainous counties, transportation to and from the program sites is often a problem. Older volunteers and civic clubs have been used to facilitate transportation of youth to and from program sites. Adequate transportation, however, is often dependent on funds to hire drivers, secure vans and purchase insurance, or to reimburse volunteers for expenses. These funds have been very hard to secure and should be planned for in the development stage of an AgeLink II program.

5. Evaluation - The lack of active parental cooperation has been a hinderance in carrying out formal research and evaluation of this program. University policy requires written permission from each parent in order to involve minor subjects in research. Attempts to obtain this permission have been difficult. Since no center had a formal process that required the parent to appear in person to register an adolescent, we relied on the voluntary cooperation of the youth and their parents in signing and returning these forms. This met with limited success. This difficulty can be overcome by requiring parents to register their child in person and requesting their cooperation at that time.

Summary

AgeLink II has been an effective, though limited, after-school program directed toward young adolescents. It has provided opportunities for intergenerational interaction and programming designed to enhance self-esteem and to raise youth awareness of risk-taking behaviors.

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